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ABSTRACT

An evaluation team obtained data during a three-day on-site visit to the Bridgeport (Conn.) Career Education project regarding personnel, school-community activities and support, learning activities and projects, curriculum and materials, teacher attitudes, and other factors. Evaluative data were obtained from suggested instruments, from subjective information obtainable from interviews, and from observable learning activities; little emphasis was placed on a statistical analysis of the data. Findings include that: (1) the proposal philosophy and objectives appeared to be fully met; (2) project administration appeared excellent; (3) wise use was made of funds; (4) supervision and coordination were at a high level of service; (5) excellent results were achieved by the project, reaching all levels of education in the city; (6) observable student outcomes (enthusiasm, basic learnings, involvement in planning and career information) were of high order; (7) teachers found and capitalized upon devices and projects in career education; (8) community support for career education was evident; (9) the several discrete segments of career education (career awareness, exploration, hands-on experiences, vocational preparation, occupational information and job placement) were provided appropriately to objectives and resources. Recommendations and suggestions were made. (SC)

ED 089116

SECOND YEAR
ASSESSMENT
of
CAREER EDUCATION PROJECT

BRIDGEPORT CITY SCHOOLS
BRIDGEPORT, CONN.

May 14, 15, 16, 1973

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I. CAREER EDUCATION AND ITS THRUST IN THE PUBLIC SCHOOLS

During the last two decades, American education has undergone much change, due largely to increasing pressures brought upon the schools and school people, by the concerned elements of society. The changes have brought into focus such major thrusts as accountability, open schools, equal opportunity, differentiated staffing, occupational education and most recently Career Education. Much argument, philosophic debate, conjecture, support and of course opposition has been expressed about Career Education, its objectives and procedures. Verbal skirmishes at the local level, and pitched battles at state and national levels have neither helped to clarify the philosophy of Career Education, nor assisted in the efforts being made to assure successes in the many federally aided Career Education exemplary projects.

Conflicts between educational traditionalists and progressives regarding matters of philosophy and procedural policy have been numerous, and have resulted in doubts and subsequent obstructions to innovations in education, particularly those associated with Career Education. Career Education, as described here, appears to provide a rationale and a meeting ground for the philosophic extremists, and even some devices for seeking an accommodation between the two. Career Education has some impetus and rationale that hopefully may serve to pull educational fractions together, and to actually implement intrinsic doctrines. Following are statements of <u>premise</u>, and some of <u>fact</u>, that focus attention on Career Education:

PREMISE: Our society is, and should be, achievement <u>oriented</u>.

PREMISE: Development of the individual is our primary objective, but with that development best accomplished and measured through service to others and to society as a whole.

PREMISE: This nation was founded on a belief in the inherent worth of every individual. The fulfillment of the potential of every individual is the nation's historic mandate. (10, 2)

PREMISE: Man is more than a working machine; he is what he believes, what he thinks, and what he treasures. (5, 2)

PREMISE: The reason this nation has not established a society in which there is equal opportunity for all to work is because it hasn't been tried. (10, 15, 11)

PREMISE: We live in a technological society. It is important that every student master the skills by which he will be required to live. Whether these skills are labeled academic or vocational is beside the point. The essential need is that every student be equipped to live his life as a fulfilled human being. If he is to live his life with machines, he must know how to use and understand them. (3, 7)

FACT: The average adult male spends more time in pursuit of his working career than any other single activity. Increasing numbers of women combine the dual careers of homemaking and employee. (5, 2)

FACT: Nearly 2.5 million students leave formal education every year without adequate preparation for careers. In 1970-71, 850,000 elementary and secondary students dropped out; 750,000 general high school curriculum students did not attend college; 850,000 enrolled in college in 1967 and did not complete their programs. (3, 4)

TOWARD A DEFINITION OF CAREER EDUCATION

The U. S. Office of Education has taken a responsible position for emphasis upon Career Education, and is the driving force behind its implementation. However, the U.S.O.E. has deliberately not attempted to define

the term clearly, because it believes that it is the function of each of the states to develop its own definition, supported by an acceptable rationale. A most useful book which discusses this subject is, "Career Education, What It Is and How To Do It." (5) Two definitions from this book and also a listing of "concepts," as the principal points or goals of Career Education, are referred to here:

DEFINITION: A. Career Education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (5, 1)

DEFINITION: B. Career Education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life. (5, 1)

The latter definition emphasizes the career aspect with the interesting comment about paid or unpaid. Former U. S. Commissioner of Education Sidney Marland made a statement to the effect "as the seventies progress, some young people who are not impressed with the economic advantages implicit in work, and who march to a different drumbeat than their father's, but who have a deep commitment to serve humanity, will also find value in a program of Career Education. If their function is to serve humanity, then they need basic and other survival level skills to help the less fortunate." (3, 2)

The first definition is concerned with the teaching of values by a concerted and amalgamated effort of the education system. To reemphasize this point, it would appear that the total education system is at the brink where it must reorganize to avoid educational compartmentalization, and synthesize

its efforts to produce the most efficient use of time and resources to achieve vastly changed goals, objectives, value systems and knowledges.

THE GOALS OF CAREER EDUCATION

GOAL I: Preparation for careers should be recognized as the achievement of the mutual attitudes of: work, human relations, skills, orientation to the nature of workaday world, exposure to alternate career choices, and actual job skills.

Career Education should be deeper than the physical aspects of work, and should be concerned with man's attitude towards work and his role in the community as a whole. To develop respect for the work ethic and its relationship to society should be an entry to the ultimate goals of education. Career Education advocates that ALL education (lifelong) be based upon the reality of the work ethic. Career Education should become a part of every learner's educational experience to give his concept of work a specific framework, within which the student may build his own competence model of life.

GOAL II: Every teacher in every course will emphasize the contributions that work-related subject matter can make to successful careers.

This goal and concept seeks to give meaning to all education, in relating content to the world of work. (5, 2) This should provide exciting opportunities for learners to build upon blocks of information that are not unfamiliar abstractions. Teachers should use occupational examples and illustrations to emphasize and make relevant the concepts and the principles of traditional subjects. (5, 7) Successful communication is often achieved by analogy, and that analogy should be directly related to actual experiences. Efforts should be made to acquaint teachers with real experiences in the work world, in order to give them fresh viewpoints and examples. By broadening their experiences and information teachers should be able to provide variety in the student's

number of options for occupational choice by eliminating barriers, real or imagined. (3, 2, 11)

GOAL III: "Hands on" occupationally oriented experiences should be utilized whenever appropriate as a method to motivate students to learn abstract academic content.

In all grades, more projects which develop manipulative skills should be used to supplement subject matter; the use of common appliances, tools, machines, devices and other instruments relevant to the world of work should be utilized in order to help develop manipulative skills on a variety of levels, and to assist in bridging the "relevancy gap" between concept and practical utilization.

GOAL IV: Preparation for success in careers should be a key objective of all education.

BRIEF: One of the specific objectives of education should be preparation for a working career, a salable skill, an entry level skill, and an occupational commitment that has various degrees of flexibility. Within and without the school, all types of educational experience, curriculum and instruction should involve preparation for ultimate economic independence. (5, 2) It should be an understood goal of the school that each student should leave the public school system either with salable skills, or with more advanced academic skills if he is continuing his education in a technologically or academically oriented post-secondary institution. (5, 2)

GOAL V: Learning should not be reserved only for the classroom; the learning environment for Career Education should also be identified with the home, the community and the employing establishments.

The school should not be construed to be the only learning environment; the use of ALL the school facilities and those of the community is a must in Career Education. The classroom by virtue of its separation from the community

can become a most sterile learning environment, useful for abstract concepts but with little opportunity to demonstrate real world applications. This goal suggests the active cooperation and positive involvement of private and public employers, labor organizations, management, government and others in providing guided learning experiences (5, 9). Also, parents must be helped to recognize the impact of their attitudes upon the personal value systems of their children. (10, 18)

GOAL VI: Beginning in early childhood and continuing throughout regular school years, Career Education should be of sufficient flexibility that youth may leave for experience and return to school for further education. Career Education should also include opportunity for upgrading and continued renewal for adult workers, as well as the productive use of leisure time in their retirement years. Career Education should seek to extend human horizons from birth throughout life.

This goal concerns the continuity of education, with the built-in provisions for leaving and returning to education throughout life, extension education for all, flexibility of school programming and scheduling, and articulation between educational institutions.

GOAL VII: The schools should continue to accept responsibility for the individual, after each has completed certificate or diploma requirements, or has even dropped out. While it may not maintain contact with each youth until he has his feet firmly on the next step of his career ladder, the schools should help him modify his career objective if necessary, and be available to help him prepare for a new career at any point in the future.

Intensive counseling and continued school responsibility for a student out of school, placement, follow-up and retraining, total accountability of the product of the educational system is the concern here. In most cases, the goal of Career Education is ultimate employment at some point in the life

of every individual. However, the effective jointure of social and economic elements with the education system is a responsibility of society, if satisfactory outcomes are to be expected. This is even more important as a functional part of lifelong Career Education, when it is clear that for most students employment is an integral part of education. (2, 2) Hence, to achieve the major elements of the goal as indicated above, the secondary school should make intensive efforts to assist in the placement of students in full time or part time jobs. Such a method of implementation will depend largely upon the economic and cultural facilities of the area, and the extent to which the community as a whole recognizes its responsibility to plan and organize to achieve the goal.

GOAL VIII: Career Education is a basic and pervasive approach to all educatjon, but it does not conflict with other recognized educational objectives such as citizenship, culture, family responsibility and basic education.

This goal is self-explanatory, and indicates that throughout all education the broad goals of Career Education can be effected. It should be noted, however, that certain advantages to all education accrue when meaningfulness is built into concept learning and attitude acquisitions through relating these to practical examples drawn from the world of work. Thus all education can be made Career Education, and all who participate can become beneficiaries. (5, 11)

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II. THE STUDY TEAM

During the late Summer and Fall of 1972 when plans were being made for the second year evaluation of the Career Education project scheduled to be carried out in May 1973, discussions in Bridgeport with the project staff indicated the extent to which staff members believed a combination of professional knowledge and practical educational experience should be sought for in study team members. Since the report of the evaluation to be made available in mid-July was viewed as a document which would identify strengths and limitations of the Career Education project, and also as the device for supplying recommendations for the further growth and improvement of the program, it was felt that practical experience in the field of public school teaching, guidance, supervision and/or administration should be reflected in the choice of study team members. Care was taken to follow the wishes of the project staff on these matters. The following annotated listing of study team members shows the competencies and expertise of each, in relation to the major elements of the Bridgeport Career Education project.

* Mrs. Rachel Cline

Coordinator of Career Education in the Caldwell County (N.C.) Career Education Project. Many years as teacher and supervisor in the public schools, particularly in the grades through 9. Has expertise in elementary education, curriculum, and in effecting articulation between grades and within the subject matter areas of the respective grades.

* Mr. David R. Hill

Coordinator of Curriculum for the First Supervisory District, B.O.C.E.S. Buffalo, New York. Extensive experience in the field of guidance, curriculum organization and production, long range planning of education, and student

personnel services. Candidate for doctoral degree at North Carolina State University in 1973, in the field of administration of occupational education.

* Mr. Walter J. Raines

Doctoral candidate in occupational educational administration at North Carolina State University (1973). Former member of the state supervisory staff of the Virginia State Department of Education. Presently Associate Director of Technical Education Center, Charleston, S. C. Has been extensively involved in educational planning and organization at both state and local levels. Long experience in private business, public school teaching, and particularly in planning, organizing, teaching and supervising distributive education.

Dr. Joseph T. Nerden (Chairman)

Professor, School of Education, N. C. State University, since 1964. Long experience in teaching, supervision and administration of public education. Former Connecticut State Director of Vocational and Technical education, and member of Connecticut State Department of Education, 1941-1964.

III. METHODS AND PROCEDURES IN ASSESSING CAREER EDUCATION PROGRAM

During the three day period on-site, the team of evaluators obtained data and information concerning all aspects of the Career Education project relating to personnel involved, school-community activities and support, learning activities and projects, curriculum units and materials, teacher attitudes, and many other factors. These data were readily available, since planning many months earlier had identified sources from which data should be requested, in addition to that contained in the excellent monthly topical reports and the quarterly reports. To facilitate the activity, suggested instruments developed for the

Career Education project were provided the administration in Bridgeport; these were duplicated and distributed on a limited basis. Thus, some information and data were obtained by the Bridgeport Career Education staff on a pre-basis and augmented by comparative information and data obtained 9 months later. Such information as was obtained and summarized by the staff derived from students, teachers, administrators, coordinators, parents, lay citizens and others. Much of the data examined by the study team was obtained from the quarterly reports plus questionnaire recorded attitudes of individuals concerning the values in Career Education activities, as provided in Bridgeport. Other aspects of the data obtained from the records in the staff offices provided significant information on changes that had occurred during the year of program operation. The project director and staff were responsible during the year for the assembly of data and summarizations after having first taken the suggested instruments and modified them for the unique purposes of the Bridgeport schools. Study team members reviewed the results, and on the basis of study and analysis produced conclusions and recommendations for further consideration. These appear throughout the body of this report, after having been discussed during conferences with knowledgeable and responsible Career Education personnel in Bridgeport.

Several other major sources of valid data were also tapped, and these data when added to the total, either reinforced or modified the results, conclusions and/or recommendations obtained from the data and information provided the study team by the staff. Major sources of data included teacher groups, classes of students, parents, employer groups, occupational education personnel, Employment Security Agency personnel, and workers in the community. Interviews with groups and individuals such as the foregoing provided opportunities to explore and determine in depth some of the Career Education aspects related to school-community understandings and attitudes related to Career Education, relevance

of the education program to the world of work, aspirations of parents for their children, school recognition of changing societal technological forces, and suggested activities to further develop and improve Career Education in Bridgeport.

In the early discussions in Bridgeport during 1972, it had been recognized that the exemplary aspects of Career Education could not result in evaluation procedures and instruments that could objectively predict, assess or measure specific areas of Career awareness, Career exploration or Career development. Hence, the decision was made to plan the evaluation of the project around such information as might be obtained from suggested instruments, from subjective information obtainable from interviews with as many individuals and groups as was possible in three on-site days, and from observable learning activities. It was agreed that the evaluation which would be of most value to Bridgeport public schools would place little (if any) emphasis upon statistical analyses of assembled data, but would provide a narrative report of all aspects of the Career Education project, accompanied by suggested procedures, activities and modifications of the project that had some possibility of further improving Career Education in the Bridgeport schools. Further, it was recognized that the evaluation report could have very complimentary effects within the community, if it could be easily read and digested by the people whose support of Career Education needed to be maintained and stimulated. Thus, no attempt was made to assemble data specifically for the purpose of making statistical analyses and determining levels of significance, since it was agreed that a report so constructed would limit the intent of the city administration to produce an evaluation document which would contain valued suggestions for school personnel and information for the lay public.

With the assembly of the data, the varied competencies and expertise of study team members was brought to bear upon the analyses and recommendations calculated to maintain and further improve the Career Education program. On the third day of the on-site visitation, an initial draft of the major findings and recommendations for consideration was prepared, with particular attention given to those steps, activities, organizational modifications and curriculum changes that were feasible for the Career Education staff and the city educational administration to consider. The draft of these matters was presented to the project staff, and opportunities provided for corroboration, modification and discussion. Several valuable observations were made by the project staff, for incorporation in the final draft of the report. Then, since general agreement appeared to prevail regarding the major findings and recommendations, the complete evaluation report was prepared by the team of evaluators during the six weeks following the on-site visit.

The final document concerning the evaluation of the second full year of the Career Education project was delivered to the Bridgeport office of the project by the stipulated July 15, 1973 date.

IV. FINDINGS AND OBSERVATIONS

A. GENERAL INFORMATION AND COMMENTS

The Career Education project in Bridgeport was inaugurated two years ago under that part of the federal legislation which provided for exemplary projects. The full scope of the project intended that eventually all schools and all students in Bridgeport would become involved in the Career Education project; however, for the first year of the project it was anticipated that the middle schools would be the prime target area, with some time and effort spent on making a start in the elementary grades and at the senior high school level. The successes and

limitations of the first year of Career Education operation were reported in the evaluation report of a year ago.

During the 1972-73 school year, the targets of the previous school year were secured and reinforced, and expansion of the program in the elementary grades, middle schools and high schools took a giant step ahead. The project staff reported teachers, supervisors, administrators, parents and students were increasingly involved in Career Education aspects in the 3 high schools, 9 elementary schools, 5 middle schools, 1 parochial elementary school and to some extent through articulation with the Bullard-Havens Technical School, the Housatonic Community College and the Norwalk State Technical College. Well over 100 teachers on a variety of educational levels were concerned with such aspects of Career Education as:

a. Career awareness
b. Career exploration
c. Hands-on experiences and activities
d. Career guidance and counseling
e. Occupational information
f. Occupational decision-making
g. Vocational education
h. Cooperative education
i. Training for the mentally retarded
j. Placement and follow-up
k. Curriculum modification
l. Horizontal articulation with subject matter
m. Vertical articulation between grades
n. Vertical articulation with higher education
o. Development of community relations
p. Development of community resources
q. Cooperation with employers in the region
r. Many other aspects

The project staff, enlarged somewhat over that of the previous school year, but still in need of additional personnel to accommodate the targets for 1973-74, worked closely with the teachers and others to effect excellent results for the year of operation studied by the evaluation team. As an overall observation, the team was convinced that the 1972-73 targets for the project were realized, and in many respects exceeded.

THE EVALUATION PROCESS

Career Education involves all of the basic studies in a public school system, with focus upon the career objectives of the individuals. To evaluate such a program required that measuring instruments be available, or be developed, to cover all subject matter areas as well as those special elements that directly concerned career decision-making and the processes through which an individual would progress in making such career decisions. While most elements of Career Education had been conducted in the Bridgeport public schools during the year, the total concept of Career Education had been implemented in a school system to the extent that it included almost half of all students and all study areas. This was its unique aspect in Bridgeport, and it had many implications. Some validated measuring instruments were available to measure achievement in study areas such as mathematics, science, English, social studies and other areas of study normally found in a public school. However, validated instruments which measured the relevancy of basic studies to career choices and targets, or the achievement of favorable attitudes toward the world of work and the work ethic had yet to be developed.

It was indicated earlier that the concept of Career Education was being broadly publicized throughout the public schools in the United States, but the actual procedural arrangements for measuring the outcomes of a Career Education program differed from school to school, and often from administrative district to administrative district. Because of the respective characteristics of each of the school systems in which efforts to develop Career Education programs were being made, it was expected that frequent modifications would be made in such instruments as dealt with the assessment of Career Education. Instruments would be required to measure the unique characteristics and specifics of Career Education, designed around the general objectives and the specific aims of the schools being evaluated. It appeared early that in evaluating Career Education,

it was necessary that as many different sources as possible be solicited for information and reactions. These sources should include the administrators, the teachers, parents, students, guidance personnel, Career Education counselors, advisory committee members and others. It was assumed that a successful Career Education program must involve the cooperation of all of these segments of the educative process, in order to produce a high degree of coordination and articulation.

The instruments designed and used in Bridgeport indicated the wide range of sources that were tapped for reaction, critique, and advice concerning Career Education. The questionnaires were not intended to be complete, and certainly were not validated in any sense. However, the evaluating team believed that the Career Education program personnel should consider each item in each of the respective appraisal instruments and adjust each statement or question such that it would provide the necessary information for subsequent modification of program. Each of the appraisal instruments was specifically designed to tap the wisdom of a particular group; it was expected that over a period of time each instrument would be field-tested and modified on an item by item basis. As the general objectives and specific aims of the Career Education program begin to "firm up" it would be necessary to examine each of the items in each of the appraisal instruments with a view to modification. In this way the instruments would perpetually and appropriately measure the Career Education program in terms of what the program purported to achieve. With instruments of this type under constant modification, a school system would be able to gather data annually, subject them to close examination and analysis, and adjust the Career Education program for succeeding years. In this way, Career Education for a city school system would never become a fixed and permanent pattern of procedures for administering to the career targets of all students. Rather, it would

become a dynamically changing and living matrix of experiences, resilient and sensitive to the unique needs and the specific interests of individuals throughout their public school experiences.

In accordance with the suggestions made by the evaluators some of the instruments that were designed as part of the 1971-72 evaluation were modified, used, and the data obtained through their use was summarized, tabulated and made available to the evaluating team upon its arrival in Bridgeport on May 14, 1973.

GENERAL COMMENTS

1. The attitudes of the public school administrators in Bridgeport were sampled in connection with the eventual decision that would have to be made to continue the Career Education program, when the eventual withholding or stoppage of federal funds occurred. This decision was expected to illustrate the extent to which the Administration was convinced of the value of Career Education, and the steps it would plan to take to perpetuate the quality values of Career Education in the city schools. It appeared that there were many different attitudes among the school administrators and in the city office. While value and logic appeared to speak for the continuance of Career Education, it was made abundantly clear that the prime factors would be available dollar resources and priorities.

2. The Advisory Committee was a very energetic group of individuals, most of whom were receptive to the reports supplied to it by the Career Education staff. Many of them on occasion had made suggestions to improve the program of Career Education, and in so doing reflected the interests of the many community aspects. However, many of the members of the Advisory Committee were occupationally oriented, and were concerned with the job-preparatory programs and the placement of individuals who had enrolled in occupational education. There

appeared to be need to obtain more advice from membership on the Advisory Committee concerning the lower and middle grades, and particularly with reference to available resource speakers, field trips, "hands on" experiences and activities. It was the consensus of the evaluators that some thought should be given to the expansion of the Advisory Committee to effect these suggestions. Possibly "ad hoc" committees with special tasks to perform for the elementary and/or middle schools will be considered.

3. One of the very notable aspects of the Career Education program was the extent to which the mentally retarded group had received attention. This aspect showed the extent to which the concept of Career Education encompassed all levels and areas of education in the public schools. While reaching the educables and the trainables was not the major thrust of the Career Education program, it illustrated the steps that had been taken to administer to the needs of as many different levels of intelligence, and all of the children of all of the people. This particular aspect of the Career Education program was considered to be highly commendable, since the possibilities for employment of the students appeared to be good, and reasonably promising for the future.

4. Career Education appeared to be extremely close to the teachers, students, and school administration. However, there was the occasional observation that public enthusiasm and support for Career Education were not being extensively tapped. Some feeling was expressed that it would be to the advantage of the Career Education Project to develop the means of funneling information from the general public in the community and city into the Career Education headquarters. Information of several types would have a considerable effect upon future program planning, and certainly upon the support which the general tax-paying public might supply to the Career Education program in the years to come. Contacts with employers appeared to be adequate.

5. In the school year 1973-74, increased effort will be placed upon the expansion of the Career Education program in the high schools. Early indications revealed that to accomplish the in-service teacher growth needed, the development of additional curriculum guides and the integration of the Career objectives with the program of basic studies will require additional personnel. The advances and gains made to date were noted to be the results of time and effort expended by one project coordinator (very largely).

6. It was pointed out at the meeting with the Advisory Committee that the community had a very vital stake in the conduct and future of Career Education. Suggestions were made at that time and further consideration should be given to wide-spread community involvement in the matter of instructional materials. It was generally believed that many elements of the community would tend to appreciate the opportunity to cooperate with the Career Education project in matters such as the location of appropriate teaching materials, the development of project materials, and even the production of materials and devices needed in Career Education projects. While this particular aspect of curriculum is not included in the section of this report that deals with recommendations for consideration, it would appear that more community involvement in many aspects of Career Education might prove very fruitful to the project.

7. Throughout the school system there was expressed the conviction that Career Education to be a success required the active participation of all teachers, supervisors, and administrators. A procedure that might have some merit, and which hopefully would involve a larger segment of the professionals in the Bridgeport school system is the Internal Advisory Committee. As a suggestion, the Internal Advisory Committee should have membership drawn from the teaching staff, counselors, principals, and others who snould be concerned with Career Education. Students also might be considered for membership on

the Internal Advisory Committee. Such a committee would be concerned with such problems as logistics and curriculum materials, areas not generally the concern of the external advisory committee.

8. One of the very successful aspects of the Career Education program was the in-service education activity carried on during the year. Several workshops were conducted, out of which came units of instruction, with a wide range of demonstration materials. Also, "appreciation sessions" were conducted at a number of the city schools in an effort to present the concepts of Career Education to the professional staff, and to encourage the participation of all. Much of the success experienced in the Career Education project had its roots in the "spade-work" done by the project director and staff in the schools of the system.

9. A number of excellent units of instruction dealing with the broad aspects of Career awareness and Career exploration were in evidence in the schools. These included a variety of units constructed and used by the students to provide information concerning industry, agriculture, technology, business, distribution, and the health and allied areas of employment. Much original teacher and student thought and ingenuity went into the units; the teachers displayed much satisfaction with the results in terms of student learnings.

10. Efforts were being made to coordinate the efforts of industrial arts, home economics and vocational education, in order that the Career Education program in the upper grades and in the middle schools will achieve expected general education outcomes, yet articulate along a continuum the expectations for Career Education. Students in the Industrial Arts area and in Home Economics were being provided some opportunities to relate their subject matter to the careers in the world of work. For example, the work in Industrial Arts was keyed to the technological changes in society, with ample opportunities

for the relevance of the instruction to the world of careers to be established. The evaluation team viewed the results as being instrumental in achieving a reasonable level of articulation between middle schools and high schools, at least in this Career Education respect.

11. A wide variety of teaching techniques was demonstrated by teachers. Also, their involvement in the development of guidelines for teacher participation in Career Education projects showed up in many ways. For example, role playing by the students (guided by the teacher) provided much interesting and valuable information for all of the participants in the elementary grades and in the middle schools. Teachers showed their competencies for making widespread use of many different teaching methods and techniques, in an effort to bring career information to the students. It appeared that to the extent that teachers were competent to innovate, create and/or modify teaching techniques, the Career Education program showed successes.

12. The development and operation of the curriculum materials center was viewed by the evaluating team as a very important step taken during the 1972-73 school year. A fine selection of materials was made at the start, and additional materials were expected to be added as the funds to purchase them were made available. The use of the facility was noted to be "good," and there is high expectation that its use will continue to grow.

13. Some progress has been made in providing vocational education opportunities for those students whose career choices were made at the end of grade 9 or 10. An arrangement with the Bullard-Havens Technical School to accept enrollees each afternoon at 3:00 p.m. and provide instruction until 6:00 p.m. was effected and some 80 students were enrolled in this "second shift" arrangement. It was clear to the evaluating team that with the expected successes of the Career Education program from now on, and with more students likely to make early vocational choices, the pressure upon the Bullard-Havens Technical School to accept an increasing number of enrollees into an already overloaded

school will present some difficult problems.

14. Possibilities of assistance from higher education, to prepare and update teachers vis-a-vis Career Education appeared to be excellent in the area. With a new department of Career Education at the University of Bridgeport and with the continuing cooperation of Prof. Nelson of that institution, the possibilities for increased activity along professional growth lines can become reality.

IV. FINDINGS AND OBSERVATIONS

B. ADMINISTRATION OF THE PROGRAM

CITY ADMINISTRATION

The research and development project in Career Education conducted by the Board of Education of Bridgeport, Connecticut was a continuation of a project funded for the 71-72 year. This Career Education project was under the direction of Mr. Joseph Bonitatebus, project director. Mr. Bonitatebus reported directly to Mr. E. J. Smith, District Superintendent of Schools. Mr. Bonitatebus also had the freedom to report directly to the superintendents when he deemed it necessary. The Career Education project staff reporting directly to the project director was composed of a project coordinator, guidance specialist, and three vocational guidance counselors. In addition, the staff included the following support personnel: an executive secretary, a clerk typist, and three para-professional aides. The aides worked directly with the vocational counselors. The project also involved the services of the following personnel which were being funded on a 90-10 percent state-federal basis: three district superintendents of schools, the director of guidance, the supervisor for upper elementary schools, and the supervisor of the lower elementary schools. The project director also had

the responsibility for coordination of the Career Education project with other program supervisors such as industrial arts, art, and math.

As a result of interviews with the city level education administrators, the project staff, and reviews of the monthly reports, it was apparent that the research and development project had received considerable administrative support. The many and varied activities which had been planned and carried out by the project staff was also illustrative of this support. Many examples of major activities and Career Education projects were evident which the Career Education project was receiving approval and support by the city educational administration. Some of these activities included visits by staff members to Career Education programs in operation at Hackensack, New Jersey and Pontiac, Michigan; meetings with department chairmen of the high schools for the purpose of planning new course offerings; meetings with local private hospital personnel for the development of programs in the Allied Health field; the administering of the Geist Picture Interest Inventory to all eighth graders in the city of Bridgeport; and the planning and conducting of a city wide workshop for all participating teachers to exchange ideas, information, and to review curriculum materials. Other examples included the project director attending meetings with the New England project directors at Pawtucket, Rhode Island; a career day conducted at East Side Middle School involving approximately six hundred fifty students; the involvement of the American Association of University Women in developing resource files of materials; and the meetings with representatives from model cities concerning program development evaluation. These examples pointed to the administration's willingness to encourage contacts with outside agencies; and the establishment of a cooperative education program also lends support to administration's involvement with the community. Interviews conducted with several principals and teachers further supported the fact that the administration was providing adequate support. This feeling was more evident at the

elementary level than at the middle school or secondary level.

It was noted that coordination of field trips requiring bus transportation took place at the project staff level. This seemed to be a good practice and evidently reduced the amount of possible trip duplication. There was evidence that contacts with other private and public agencies in the community have been established by the project director and staff, in an effort to involve the community widely. This was looked upon by the study team as a very good activity.

CLIMATE AND ATTITUDES

Interviews with private public agencies, students, faculty, parents, and administrators revealed that many viewed the Career Education project as a vehicle of change in the Bridgeport School System. Certain administrators also felt that the Career Education project had opened up channels of communications between the educational institution and the community. Principals, teachers, and parents indicated that the Career Education program reflected a more flexible curriculum which permitted students to make choices based on their own goals. The interview with the superintendent revealed that he was getting positive feedback from parents. Interviews with the district superintendents and principals revealed a general feeling that the program had produced visible changes such as teachers becoming more involved and excited about the results of the program. In addition, the faculty was involving resources of the community more than ever before. In general, the climate was one of acceptance, with many indicating that it should be expanded and maintained as an integral part of the total school curriculum from K through 12.

Interviews with members of the project staff and city level educational administrators did reveal a degree of uncertainty of the future of the program, once the project ended. There was some evidence of uncertainty of roles and functions of staff members once federal participation ended. Some staff

members indicated a need to communicate more frequently with other program supervisors within the system. It was apparent that the staff recognized the need for good rapport and support of all city wide supervisors in order to more effectively carry out their functions to a successful end.

PERCEPTIONS HELD BY THE ADMINISTRATORS

Interviews conducted with the city level administration revealed a sincere interest in the Career Education project. The administration agreed in general that the need existed for broadening the awareness program at the elementary level, the exploration program at the middle schools, and to increase the options for specific career development at the secondary level. Although the interviews revealed a high interest, it also appeared that the Career Education program would benefit from increased participation and application of directed leadership at this level. The interviews further revealed that in-service activities were carried out which included the city level education administration and principals. However, it appeared that an in-service program for all city level education administrators and principals would lead to a better understanding of the overall concepts and goals of the Career Education project. In general, the interviews revealed that the administrators understood and accepted the concept of Career Education at the K-8 grade levels. However, it appeared that the secondary principals and city level educational administrators viewed Career Education as occupational education which allows a student to enter the world of work at the completion of high school. It appeared that the administration was committed to the program but needed depth of understanding of the objectives of Career Education. In addition, some of the administrators indicated that additional in-service programs would bring a closer or more cooperative working relationship between the academic and the vocational education offerings. Some administrators indicated

that the Career Education program would benefit from an increased involvement of guidance counselors. One district superintendent indicated there was a real need to increase the effort to expand the program at the ninth and tenth levels. There was general agreement that the Career Education project conducted in the school system of Bridgeport was providing the youth of the community with many more options in regard to preparing for the world of work or to continue their education at the post secondary or college level upon graduation from high school.

SUPERVISION PROVIDED, QUALITY

The Bridgeport Career Education project director reported directly to the district superintendent. However, the Career Education project director had the overall responsibility for supervision and administration of the project. The project director made staff assignments on the basis of grade levels and schools, with each staff member assuming specific responsibilities for the operation of the Career Education project within those schools. It appeared that staff members were given the freedom to develop their own plans of supervision and operation within their areas of assignment. Three counselors were working with K-grades involving nine elementary schools and five middle schools. One counselor had the additional responsibility of operating the resource materials center. The Career Education coordinator was also working with the K-8 grade level programs. Three para-professionals also worked directly with the K-8 counselors. At the elementary level, the counselors reported that they were responsible for working with approximately 90 teachers. One counselor was assigned to work with the three high schools and was responsible for coordination of the program with the area vocational school. Interviews with the project staff revealed that there was close cooperation between the staff and the elementary administrators and supervisors. However, it appeared that the project staff was not directly involved or working with general program

supervisors at the secondary level. It also appeared that very few staff meetings were being conducted and there seemed to be some concern and a desire from members of the staff for more frequent meetings to establish overall direction or objectives which would move the project forward.

FACILITIES, EQUIPMENT, MATERIALS

Interviews with principals, project staff, and teachers indicated there was an adequate supply of equipment and materials available. The resource material center was reported by administrators as making a valuable contribution to the Career Education program. The reactions of teachers and supervisors were enthusiastic and positive in regard to the services of the center. The superintendent of Bridgeport City Schools indicated that he was very pleased with the results of the resource material center and that this was one aspect of the program that would definitely continue to operate. The center was providing such materials as film strips, curricula materials to the teachers on a weekly basis.

The Bridgeport Career Education project was being operated as a part of the total education program and, as a result, regular facilities such as classrooms and laboratories, etc. were being utilized. Facilities at the elementary and middle school level appeared to be adequate; however, the facilities at the secondary level had some limitations. For example, the cooperative education programs were housed in regular classrooms which were quite limited in space. The administration, however, was making plans to provide additional space, furniture, and equipment when necessary for the cooperative program. The industrial programs were operating in mobile units which appeared to be very inadequate in regard to space. There was an indication that an adequate supply of equipment and machinery was available but could not be fully utilized because of the limited amount of space available

in the mobile units.

The facilities and space allocated for the project staff appeared to be adequate. The project director was housed in the central education administration area of city hall. The project staff members were located in the schools and seemed to be satisfied with this arrangement.

FINANCE

Study of the current budget and discussion with the project director indicated that the level of funding was adequate for carrying out this year's activities. Discussion with several administrators, including the project staff indicated the distribution of funds was hampered by the city structure, particularly where all purchases must first be approved by the city comptroller; this caused delays in supplying requested materials to teachers. Even with delays, the staff felt that the financial support from the federal, state, and local level was sufficient to carry out the objectives of the Career Education project. The superintendent of schools indicated that the administration was committed to providing local funds to support the Career Education project. The superintendent also expressed that he did not view the Career Education program as a serious additional financial burden to the city.

PUBLIC INFORMATION

During the school year, considerable effort was made to continue and expand the program of public information. The Career Education project was receiving good news coverage; a newsletter was in operation, and the staff appeared to have many contacts with various public, private, business and industrial agencies in the city.

It is suggested, however, that the newsletter be disseminated to additional

groups, especially to the city, school, administrative, and supervisory staff. These people need to be kept knowledgeable about Career Education.

ADVISORY COMMITTEE REACTIONS

The study team met with the general Advisory Committee for the Career Education project. The meeting with the committee revealed a keen interest in the Career Education project and the school system as a whole. There was evidence of active support and participation from this particular group. The committee reported they had met regularly with the project director and also attended at least one board of education meeting to lend support for Career Education project budget requests. A general discussion presented the evaluation team the opportunity to gain an insight into the views of the total committee. The committee revealed that they had worked with the Chamber of Commerce in developing and administering a survey to determine the level of skills required for employment and the opportunities for employment in the Bridgeport area. The committee also indicated that the relationship with the school board and superintendent of schools was very good. They further indicated that the superintendent was willing to use their input into the direction of the Career Education program. The committee had worked with the University of Bridgeport in establishing a Career Education institute which involved 30 participants which included 15 teachers and 15 business and industry representatives in the area, who had come together for an eight-day session to discuss the world of work. The Advisory Committee indicated they had opened up communications with business and education. During the discussions, the committee also indicated that business and industry was well aware of the efforts of the Advisory Committee in supporting the Career Education movement in Bridgeport. They indicated that their activities were well covered in the Chamber of Commerce newsletter.

The committee seemed abreast of specific problems within the schools. For example, they cited the fact that out of 56 applicants for the Bullard-Havens Vocational Technical School, only 14 were accepted from one school which resulted in the remaining 42 students continuing in the general curriculum. They shared the feeling that something must be done to provide more opportunities for youth to develop the proper attitudes and required skills necessary for entry into employment. The committee viewed Career Education project as the vehicle to provide a more flexible curriculum which permitted students to explore careers and to make sound career decisions. In addition, they viewed the Career Education as an opportunity to move students out of rigid curricula blocks. The committee also held the view that guidance counselors and parents were college-oriented and indicated that a new thrust should be initiated to get teachers involved in providing guidance for students. They seemed to feel that ten percent of the students were taking up 90 percent of the counselors' time and that teachers must share the responsibility in guidance.

The committee indicated that the schools could make better use of business and industry resources such as utilizing them more for field trips, and more representatives from business and industry for in school presentations.

The discussion with the Advisory Committee indicated that the members were sincerely interested in serving the needs of the school in an advisory capacity. It also appeared that the Advisory Committee's main area of interest was at the secondary level and that they were particularly concerned with the vocational aspects of the program.

PARENT REACTIONS

The project staff made arrangements to bring in a group of parents for a meeting with the evaluation team. The general reaction from the parents was one of support and appreciation for the Career Education project operating

in the Bridgeport City schools. Most parents seemed to understand the concept of Career Education and realized the need for early introduction to occupations, so that the children would develop a base of understanding and knowledge which would enable them to make realistic career decisions at a future time. Parents declared that all children were not geared to go to college and that Career Education would provide the students with many more options in deciding on entry into the world of work, or for making decisions in regard to continuing education. General reactions included the views that Career Education children aware of their own capacities, that Career Education should not be an elective course but that it should be infused into the curriculum, field trips increased children awareness in the world of work, that a greater variety of careers should be put into the cooperative education program, and that the Career Education program was creating enthusiasm for school in the children. One parent was so interested in the program that he donated a station wagon to the school for use as transportation for field trips.

The parents, indicated that they were not aware of all aspects of the Career Education program. Although the parents present indicated a high interest and a desire to become more involved, it appeared that parent participation was somewhat limited to those involved in field trips. Plans should be considered to increasing parent involvement by using them on a voluntary basis as teacher aides, clerical, etc.

REACTIONS OF TEACHERS, PRINCIPALS, AND OTHERS

The evaluation team made an effort to talk to all teachers, principals, and district superintendents involved in the Bridgeport Career Education project. The principals and teachers at the elementary level conveyed a spirit of enthusiasm in discussing the effects of Career Education at this level.

The principals and teachers indicated they were able to use more resources in the community, such as bringing in guest speakers. Many of the teachers had planned field trips for the students which resulted in the students showing an increased interest in school. The teachers seemed excited that they were getting good reception from parents and business leaders in the community. At the middle school level there seemed to be a consensus on the part of the principals and teachers that the Career Education program should be expanded so that more students would become involved. The teachers in the secondary program seemed to be enthusiastic about the opportunity to introduce the Career Education concept into their curriculum. The principals were optimistic concerning the opportunity to be more comprehensive in the curriculum offerings. One principal at the secondary level felt that the program would benefit from more guidance involvement. One district superintendent viewed the Career Education project as a long needed venture. The interviews with the principals revealed they were pleased with the results of the project and indicated that they were providing support for those teachers involved by allowing free time for in-service activities. They also indicated they were encouraging additional teachers to become actively involved in the Career Education movement within the schools.

REACTIONS OF EMPLOYERS AND LAY CITIZENS

Interviews were conducted with some employers of the cooperative students, and other citizens. The general reaction from employers was one of acceptance as evidenced by the rapid development of the cooperative education program. The Advisory Committee report also reflected acceptance and support by business and industry in the Bridgeport area. Further evidence of support from the community was reflected in the number of private and public agencies that have become involved in the Career Education program. The project director's monthly reports reflect the involvement of the National Alliance of Business, the Chamber of

Commerce, the University of Bridgeport, the Model Cities program, and the local community and technical colleges. In addition, there was evidence of cooperation with the labor unions in the area. In general, it seemed that business, industry, and the community understood and was lending support to the Career Education project.

LONG-RANGE AND SHORT-RANGE PLANS

The superintendent of schools indicated that the Bridgeport City School Board and Administration was dedicated and committed to meeting the objectives of Career Education as outlined in the project proposal. He indicated that Bridgeport had an unemployment rate of 11.2 overall with a youth unemployment figure of 22 percent. He indicated that this problem could only be solved by providing the young people with an education program that would prepare them for the world of work at such time they leave the educational process. The superintendent further indicated that the project staff would continue to provide leadership for Career Education.

IV. FINDINGS AND OBSERVATIONS (cont.)

C. GUIDANCE SERVICES

INTRODUCTION

Many of the currently popular Career Education concepts which are being emphasized throughout the educational community today are not new to the field of guidance and counseling. The development of Career awareness, the provision for a solid occupational information base, and the development of logical decision-making skills have been major goals of school-wide guidance and counseling for many years, and the success of any Career Education program depends to a large extent on the quantity and the quality of these services in the schools.

It is critical, therefore, in the development of a quality Career Education program, that all school guidance personnel be deeply involved in the planning and implementation of the program. Their support and involvement is equally critical to the continuation of the program when external financial support is no longer available. Any evaluation of a Career Education program must, of necessity, then, include an examination of, and be relevant to the guidance services provided in all of the schools. Career Education must be examined in the context of the city-wide guidance program. More specifically, such an evaluation must attempt to determine the degree of commitment to Career Education on the part of the school district's total counseling staff and some measure of the degree to which they are carrying out this commitment. The following findings and observations were based on interviews with counselors, teachers, students and administrators in the Bridgeport Central Office and in the following schools: Blackham Middle School, East Side Middle School, Harding High School, Bassick High School, Central High School, and Bullard-Havens Vocational Technical School. Interviews were also conducted with the counselors and guidance para-professionals on the Career Education Project staff. Community feelings and concerns were solicited through meetings with parents and with the Career Education Advisory Council.

PHILOSOPHY OF THE GUIDANCE PROGRAM

There was little evidence that the role of the city-wide guidance program in Career Education in Bridgeport had been adequately discussed and defined. In most of the schools, guidance personnel, it appeared, were not involved in the initial planning of the project and subsequent attempts to involve them had met with limited success. Among the counselors interviewed there appeared to be some disagreement, and even some ignorance, as to the goals and objectives

of the Career Education project and the part they as school counselors should be playing in relation to it. In addition, there seemed to be little agreement among the counselors interviewed as to the guidance priorities in the Bridgeport system -- some felt that personal problems of students must get major attention; others seemed to feel that student scheduling was of utmost importance, while still others seemed to feel that parental pressures to "get their kids into college" placed demands upon them which precluded their attention to the occupational aspects of guidance. Top priority was ascribed to career counseling in a minority of cases.

The major exceptions to the foregoing observations were the counselors who were employed on the project staff. The K-8 Career Education Counselor-Coordinator, the three elementary counselors, and the secondary counselor all appeared to be dedicated, concerned employees who were committed to the Career Education concept and were actively engaged in implementing the project activities.

In addition to the lack of any enthusiastic verbal commitment to the Career Education project on the part of some of the counselors there were one or two other factors which suggested the apparent separation of the project from the on-going city-wide guidance program. The project staff members indicated that school counselors had been invited to a number of Career Education orientation meetings but had not responded to the degree which was anticipated. It was interesting to note also that, although most of the project staff members were classified as counselors, they had not been invited to participate in the monthly meetings of the school guidance department. It was also noted that career guidance activities received relatively little attention on the Bridgeport School System's official job description for counselors.

One of the major reasons for the apparent lack of cohesiveness among counselors concerning Career Education appeared to be a lack of emphasis at

the State level on the guidance aspects of Career Education. It appeared that the State had chosen to emphasize the curriculum development aspects of Career Education at the elementary level up to this date. This philosophy was reflected in the Bridgeport project proposal. There were indications, however, that guidance at the middle school and high school will receive more attention from the State during the next two years and this should also lend support to local attempts to increase guidance involvement in Career Education programs.

ATTITUDES OF ADMINISTRATORS

In general, administrators appeared to be supportive of Career Education and agreed that all counselors in all schools should be placing more emphasis on Career guidance activities. This conclusion was drawn not only from interviews with administrators but also from the evaluative questionnaire completed by administrative personnel. Out of 29 responses, 23 administrators agreed with the statement "In our pupil personnel program more emphasis needs to be placed on the vocational aspects of guidance." Only four disagreed with this statement and two were uncertain. In addition, there were one or two verbal comments from the administrators which were interviewed to the effect that counselors in their schools were spending too much time with college-bound students and not enough with the non-academically oriented students.

Despite the limitations pointed out by administrators, there was very little administrative criticism of the guidance program. In fact they appeared to be very sympathetic with the fact that counselors have a difficult time providing adequate counseling services when faced with high student-counselor ratios and limited clerical assistance. This conclusion was also borne out by the questionnaire in which only four administrators felt that the student-counselor ratio in his or her school was adequate to meet the Career Education objectives. However, budget constraints placed on the Bridgeport School System

indicated that additional counselors will not be added to the staff in the near future. One administrator indicated that he felt the Career Education concept had considerable potential to alleviate many of the problems which had been taking up much of the counselor's time (e.g. behavior problems are quite often a result of lack of relevance in the curriculum--Career Education is a promising answer to this problem). He suggested, therefore, that additional counselors were only part of the answer--that a change in role for counselors with emphasis on their career consultant activities to teachers might also be of considerable help.

STUDENT PERCEPTIONS OF GUIDANCE SERVICES

Although a limited sampling of student opinion about guidance services was taken during the team evaluation visit, there was some suggestion that the school guidance office was not considered a place to get help in making career decisions. It was considered, rather, as a place to get a schedule made or changed or to find out about colleges. The scheduling process and the college planning process could, of course, be valuable Career Education tools if approached as learning experiences in vocational decision making. However, many students apparently saw them only as mechanical processes and the counselor as the device for effecting the changes.

There was some indication, particularly at the high school level, that students were making good use of the occupational information available in the guidance offices. The occupational education function in some cases was viewed as an effective Career Education tool. Unfortunately, in some cases it appeared that the school guidance counselor was perceived only as a librarian for occupational information, not as a resource person with which a student could sit down and discuss the information and receive help in interpreting it in light of his own capabilities and career interests. It

is expected that a much more complete picture of student perceptions of guidance services will be obtained, when the student Career Education Questionnaires to be administered soon are tallied and summarized.

COMMUNITY PERCEPTIONS OF GUIDANCE SERVICES

Similar concerns about school guidance services were expressed by both the Career Education Advisory Council and the parent group interviewed. Both groups expressed a need for more guidance services in the schools and both groups were very sympathetic with the limitations placed on counselors by high student-counselor ratios. The Advisory Council in particular recognized the desirability for teachers to become more involved in the guidance and counseling process. Through the efforts of the Career Education Advisory Council and the University of Bridgeport a Career Guidance Institute was organized "to encourage constructive dialogue between the local business and educational communities." The Institute had enrolled fifteen educators and a similar number of businessmen in the spring semester. The educators included both counselors and teachers. Responses of participants in the Institute suggested a high degree of enthusiasm for this kind of activity and there were strong indications that this program would continue long after the Federally funded Career Education Project had been discontinued.

Parents expressed some concerns about the guidance services of the schools but two observations were made which had guidance implications. First, parents who had youngsters involved in the Career Education Project indicated that they personally had become more involved in their child's education and felt more a part of the vocational decision-making process. Second, this increased involvement, it appeared, had led to a closer relationship between the Career Education Project counselors and the parents than is typically found between school counselors and parents. These factors suggested again a re-evaluation

of the traditional role of the counselor in all of the schools in the system.

COUNSELING SERVICES PROVIDED

The counseling service was viewed as the core of the guidance program. However, a number of factors were observed to have a limiting effect on the ability of the counselors to provide the quality of counseling service which appeared to be expected by administrators, teachers, students, and parents. Lack of sufficient personnel, lack of an adequate Career Education guidance role definition, and assignment of non-counseling responsibilities to counselors were examples of these limiting factors.

It was also observed that some of the counseling activity which was being conducted with individual students was the type which could be handled effectively in small groups. Development of healthy attitudes toward work, identifying relationships between school and the world of work, and the development of career decision-making skills were examples of the kinds of topics which could be explored in group counseling sessions. Some counselors, particularly at the secondary level, were experimenting with small group activities and were apparently meeting with some success. This activity, although it did not appear to be widespread in the district, seemed to hold considerable promise and is an area where the Career Education Project could assume some leadership.

PARA-PROFESSIONALS

Para-professionals were available to only the three elementary counselors on the Career Education Project Staff. These individuals appeared to be dedicated, involved employees who were a significant factor in providing the necessary support to enable the counselors to assume a leadership role in the project. They appeared to be taking considerable initiative in providing necessary non-counseling services, thus permitting the counselors to devote

more time to their professional activities. Para-professionals were observed in such activities as ordering, cataloguing and disseminating occupational information and Career Education instructional materials; working with teachers on organizing and conducting field trips; helping to coordinate the use of community resource people; making parent contacts; providing for individual attention to some students; and a variety of clerical tasks. It was noted that a fairly well-defined, effective, teamwork approach involving counselors, para-professionals, teachers and parents was beginning to develop where para-professionals were available to the staff.

TEACHER-COUNSELOR INTERACTION

The Career Education concept suggests a developmental type of guidance activity and involves the counselor serving as a resource person to the classroom teacher by providing him with appropriate materials and "expertise" to make the curriculum more relevant to student needs. In a classroom where students were involved in meaningful activities, it could be expected that disruptive student behavior and academic problems would be minimized. It appeared, however, that much of the teacher-counselor interaction in the Bridgeport schools resulted from classroom situations involving disruptive behavior and poor academic performance. In these situations the counselor was called upon to solve the problem rather than provide services designed to prevent the problem.

A new teacher-counselor relationship appeared to be under development from the implementation of a Career Education Program, and there were signs that this was beginning to happen in some parts of the Bridgeport system. The counselors attached to the Career Education Project were spending much of their time in the consultant or resource capacity and there was evidence that this time was paying off in terms of meaningful classroom activities.

This approach seemed to be particularly well accepted at the elementary level where both teachers and students were responding positively to the "counselor as consultant" concept. At the secondary level the project counselor had made significant strides in developing this concept with a limited number of teachers but appeared to be encountering some difficulty in finding large numbers of teachers who were receptive to the Career Education concept and his consulting role in it.

CAREER INFORMATION

A fine start has been made in developing a viable Career Information System in Bridgeport. The project counselors have been instrumental in organizing and conducting Career Days in a number of middle schools and high schools. In many cases this was the first such event of this type in the schools and in all cases they appeared to be well received by students, school personnel and community participants.

In addition, a Career Education Materials Center has been developed as part of the Career Education Project. The emphasis so far has been on materials which are appropriate for classroom use and there is a large quantity of current material either on hand or on order. There was also evidence of increasing teacher use of the available materials, particularly at the elementary level. Although some of the project funds have apparently been used to supplement the career information materials located in the guidance offices at the secondary level there has been relatively little emphasis on materials for this level during the current year. As a result it appears that the secondary school guidance counselors and teachers have not yet recognized the potential of the materials center as a resource for their use. It was also noted that physical limitations in the present facility and transportation difficulties may preclude the use of the Career Education Materials Center by students. A

counselor in one of the high schools mentioned the hesitancy of many students to leave their neighborhoods to travel to a Career Education Resource Center, even if transportation were available.

One very important phase of the career information system, the improvement of staff members' information base, was being addressed through the Career Guidance Institute. The limit of fifteen educators per Institute does not, however, promise rapid widespread impact in the immediate future. Some of the members of the Career Education Advisory Council expressed an interest in an exchange program in which school personnel and business or industry personnel would "trade places" for a period of time. Although many of the teachers and counselors presently work in business and industry during the summer months, this experience is generally looked upon as primarily a money-making experience rather than a learning experience which would provide the opportunity to develop a first hand knowledge of business and industrial procedures and needs. It would be most desirable if financial and career information needs of staff members could both be met.

EXPLORATORY EXPERIENCES

One of the key features of the Career Education Program was the provision for exploratory, hands-on experiences which were designed to provide students with the opportunity to engage in realistic career reality-testing. The degree to which these kinds of experiences were being provided in Bridgeport varied somewhat from school to school. At all levels, a variety of excellent hands-on activities were observed in the classrooms of the teachers who were involved in the project, and the project counselors had obviously taken considerable initiative in facilitating these activities.

Of some concern, however, was the observation that only a limited number of secondary teachers who should be receptive to the Career Education concept,

perceived their programs as a well integrated part of the Career Education Project. A number of teachers of industrial arts, home economics, art, and music, appeared to feel that their programs were "outside" of the project mainstream, and expressed doubt about how the specialized study areas which they represented could be infused with the Career Education concept.

IV. FINDINGS AND OBSERVATIONS (cont.)

D. CAREER EDUCATION (K THROUGH 8)

INTRODUCTION

Much growth and development was noted in the elementary and middle schools during the 1972-73 school year. The project reached out into 9 elementary schools, 5 middle schools and 1 parochial elementary school, to include over 90 teachers. These teachers, working cooperatively with the project staff had active, participating roles in Career Education programming, planning and operation. At the levels indicated, it was reported that approximately 2,100 students were provided opportunities to acquire career awareness, career information and to some extent "hands-on" experiences.

Five large middle schools were part of the Career Education Program in the Bridgeport Public Schools. The middle schools encompassed grades six, seven and eight. Visits to the middle schools disclosed that they are making considerable progress in both the career awareness and the career orientation areas. Much emphasis was being placed upon occupational information, and a large number of films, filmstrips, published materials, and in some cases field trips were being utilized to provide the students with the required background information concerning careers. At one of the middle schools, the laboratory for providing information with regard to the job clusters centering upon woods and upon metals appeared to be very well conceived and conducted.

Teachers that were interviewed indicated that they were not sacrificing the basic concept teaching in their several study areas, but were using every possible device to acquaint large numbers of students with careers, concepts regarding self-appraisal, and occupational information. They recommended that to the extent that funds and transportation might be made available, more field trips for the students would be a further improvement. Students in their disclosures to team members indicated that the Career Education Program was meeting some of their expressed needs, and was answering some of their questions concerning the world of work. They appeared to like the kinds of experiences they were obtaining, and volunteered the information that they were looking forward to many more similar experiences in succeeding grades. Teachers were particularly concerned with the steps that should be taken to work out the arrangements for articulation of the middle schools program with the high school. They reported that several mini-workshops had already been held to date, and these were somewhat helpful in relating the middle grade career ideas to the curriculums offered in the high schools.

During the 1972-73 school year some of the instruments that had been designed earlier were applied, in order to obtain reactions, perceptions and opinions of teachers, students and parents relative to the Career Education project. A study of the partially completed summaries of the instruments showed high levels of interest and approval for the Career Education concepts and program operation. Students, teachers, parents and administrators appeared to be overwhelmingly enthusiastic about the outcomes to date and the possibilities for the future. Many suggestions provided by the respondents will be incorporated in the program for next school year, it has been planned.

In the following sections of the report on the K through 8 Career Education activities in Bridgeport, many of the items reacted to in the instruments by the respondents were verified by observations and findings of the

evaluators. Also, wherever possible additional information and data were obtained and coupled to the findings and observations to produce the report which follows.

In the overall, the program in Career Education in K through 8 was judged to be of high quality, broad in concept, and achieving the objectives of the project.

ATTITUDES AND REACTIONS OF TEACHERS AND PRINCIPALS

The teachers demonstrated a high level of interest, and volunteered much information concerning their successes in Career Education, and also its further possibilities. The teachers' acceptance of the Career Education concept and the enthusiasm which they displayed were very favorable characteristics of the evaluation. Teachers verbally indicated that they were convinced of student approval of Career Education, and they reported increased student enthusiasm and interest for school. Most teachers concurred that it was a very worthwhile program and revealed genuine concern, sympathy, and empathy with the overall objectives. They felt that school had become more meaningful and stimulating for students. Also, they supplied information which illustrated how they themselves had worked ardently on units of instruction and more willingly because of the eagerness shown by their students. Teachers also felt that they had acquired a great deal of new knowledge about the world of work, opportunities and requirements for many different types of jobs. Some teachers stated that Career Education had become a strong motivating force for them in meeting the challenge of implementing the general academic requirements. Teachers reported that based upon extensive observations, growth of many kinds had taken place in most students; their students had developed both academically and behaviorally. They also reported positive attitudinal changes in some students toward school work in general, and volunteered the information that they

perceived Career Education as an incentive for learning. A few teachers had some doubts about the outcomes of Career Education, and said that while they voluntarily engaged in the project, involvement of students in the unit projects appeared to be too much of a major thrust, and that more effort needed to be made in the development of the common skills of reading, writing, and arithmetic.

The evaluating team was concerned about the "persistance" of Career Education concepts and practices, and the likelihood that these aspects would continue on as a regular component of all education. Efforts were made to reveal the attitudes that impinged upon the "persistance" characteristics, and the results were promising. For example, when asked about the cooperation received from the central office, and from their individual school offices concerning Career Education activities, almost every teacher voiced immediate and enthusiastic approval for the supervision and helpfulness of administrators supplied to them. This part of the program, they deemed, would offer no serious obstacle to the further development of Career Education, and complimented all of the individuals who had helped make their respective Career Education assignments as successful as it had appeared to them. Also, in visiting the schools, a special effort was made to question the principals with regard to their reactions in connection with the practices and outcomes of Career Education. These questions related to the quality of the instruction, the results in terms of enthusiastic student acceptance, and the activities which included the building of projects, field trips, and the like. Most of the principals were in strong support of the above elements of the Career Education program. This evidence of support was taken as ample evidence that favorable characteristics of the education program would be strongly advocated by the teachers and

principals, long after direct federal support of the exemplary project had ceased. Several principals indicated that while much of the Career Education program had resulted in some fine outcomes, greater effort on career awareness in the elementary schools is needed now, especially at a time when young people are expressing doubts about the world of work and their individual roles in it. They reported that they felt strongly that the observable outcomes were such in the Career Education activities that enthusiasm for continuance of the project appeared to be assured.

Several other administrators indicated that some early doubts had surfaced about the Career Education project, but that these doubts had been dispelled with the reported successes of the teachers, and by virtue of the findings of supervisors and coordinators relating to teaching methods and outcomes. These had been judged as most satisfactory, and attributable to the creativeness and innovativeness of the teachers and staff involved in the Career Education activities.

In summary, all teachers, coordinators and regular school administrators appeared to be well aware of the possibilities of Career Education as the device for making basic skills and learnings more relevant to the world of work. Also, they were aware that ultimately federal support of an exemplary project must terminate. However, the majority believed that Career Education in all of its aspects would persist in Bridgeport, even without the infusion of large scale federal support dollars. While it was recognized by most persons that the federal dollars for Career Education represented "seed" money, and that it would have to be expected that some time in the near future the "seed" money would no longer be provided, it was implicit that the Bridgeport schools would be expected to continue Career Education on its own. Most administrators understood this very well, and pledged themselves to the continuation of efforts relating to the project, when that

time and day arrived.

ATTITUDES AND REACTIONS OF TEACHERS

Most of the elementary and middle schools were visited by members of the study team. The teachers were very obviously excited and motivated about the possibilities of Career Education, beyond what they had already experienced. The teachers' acceptance of the Career Education concept and the enthusiasm displayed were evidently contagious, since many other teachers voiced interest, too. Almost all teachers concurred that it was a worthwhile program and revealed genuine concern, sympathy and empathy with the overall objectives. Teachers also felt that they had acquired a great deal of new knowledge about the world of work, opportunities and requirements for many different types of jobs. One teacher indicated that school work had taken on a new perspective for her since she had begun using a "people-centered" approach to teaching. One principal in a school indicated that he wished that all of his teachers could be involved in Career Education. In another school which started with only two involved teachers, now all teachers were reported as "unofficially" involved through the efforts and enthusiasm of the original two teachers and the counselor assigned to that school.

ATTITUDES AND REACTIONS OF STUDENTS

Without exception the students were highly commendatory about the Career Education program and evidenced a wide range of interests in careers. It appeared to members of the study team that many of the students had learned about careers they did not even know existed prior to engaging in Career activities. Many of the students were observed at work in Career Education activities and they exhibited not only interest in what they were doing, but

also very excitedly described their individual and collective roles in the Career Education activities. Students were especially enthusiastic about the field trips and volunteered much information concerning where they had been and with whom they had talked. The trips to the Chevrolet assembly plant created much interest as well as first hand knowledge of an assembly line, jobs people worked at and the extent to which new occupations were emerging. Students stated that school had become more interesting and meaningful to them now that they had opportunities to do things other than "book work."

EXPLORATORY ACTIVITIES

Many of the Career Education study units were of an exploratory nature, and there were numerous examples of the efforts made to provide ample opportunity for various exploratory activities to occur within these units. At the eighth grade level at East Side Middle School four mini-courses had been provided for all students. These courses extended over a five week period and students were rotated through them. The courses offered included horticulture, business, cosmetology and public service. Students showed an interest in these courses and volunteered much information about what they had learned about various careers in these courses. The Career Education students in the mini-business courses had opened and operated a school store as a service to other students. The store offered school supplies as well as other small items, thus giving these students a wide range of practical applications to their business course. Much enthusiasm was displayed by the students for their school store, and they evidently derived a wealth of career information from it. In the horticulture classes, activities included identification of existing plant materials, the planting of new ones and maintenance of them. The classes were working on developing and maintaining a Land Laboratory on

the school grounds, and in the process were learning much about careers.

In explaining the rationale for the activities, teachers said that they were convinced that "at a relatively early age in their school life, children should have experiences which enhance their own special interests in careers as well as develop an awareness of many occupations." Experiences of many types were provided by teachers in the lower elementary grades, to facilitate the above rationale.

Interviews were held with parents and others as to the kind of work they do, the advantages and disadvantages of their work as they saw it, so that students might gain first-hand information from them. The interviews revealed much that teachers then capitalized upon. Also, simulation, such as role playing, was utilized in order to give students a better understanding of the responsibilities that go along with certain careers. Because they were interested in veterinary medicine, three students were invited to spend a day with a veterinarian. To the study team they reported that they came to the realization that the effectiveness of the doctor's skill depended on the people with whom he worked. They explained many of the other details of their "field trip," and indicated values received.

Teachers showed their facility for widespread use of many teaching methods and techniques, in an effort to bring to the students new and interesting exploratory activities. This was a very encouraging aspect of the study, and these new and innovative characteristics of teaching were in evidence in most of the schools.

KNOWLEDGE OF OPPORTUNITIES PROVIDED WITH REGARD TO WORLD OF WORK, CLUSTERS, AND SPECIFIC OCCUPATIONS

Students through the Career Education project had been helped to understand the breadth of the world of work, and the materials that were assembled

for teaching and learning were exhibits of how students were enabled to acquire knowledge concerning the broad clusters of occupations, as well as specific occupations. An awareness of careers in many industries and businesses had been brought about through a wide variety of teaching methods. Accurate information about the working characteristics that exist in the local area, particularly in communications, and transportation (specifically the Airplane Industry) had been provided.

In addition to helping students discover and uncover information on careers, the Career Education program appeared to help develop positive attitudes toward the world of work and to help bring about an appreciation and need for all workers in all careers. The units, "Mother's Work at Home," "School Helpers" and "The General Community" did an admirable job in acquainting young students with the activities of workers in their immediate environment.

CURRICULUM MATERIALS IN USE

Teacher-made Career Education study units were evident everywhere, and were considered to be appropriate and very well utilized. The units were constructed during the terms of two workshops, during which time teachers consisting primarily of those in the Bridgeport Public School System and the project staff attended and planned together. Approximately twenty-nine teachers participated in these workshops. The units were designed to serve as guides for the pilot teachers. They were not intended to limit but rather to add breadth to the program by stimulating inquiry and intellectual curiosity. This, they appeared to accomplish.

Within the units, many activities were suggested in order that a teacher might select the ones most appropriate for his or her class. One teacher stated that she had used the Career Education activities as an enrichment

for her social studies units and had found that now her students were displaying far more interest and motivation in their regular studies. Some of the units were in use in the schools at the time of the evaluation, while other units had been stored away for use in the 1973-74 school year. The units along with associated materials constructed appeared to have made career information appealing and motivating to the students in the elementary grades. Much original thought and ingenuity went into the construction of some of the units, and the teachers displayed much satisfaction with the student results. In the overall, the study team was convinced that teachers had been extremely resourceful in providing experiences, reading materials and class discussion time to careers and had integrated the career information with the regular program of basic studies.

NEW AND INNOVATIVE LEARNING ACTIVITIES AND EXPERIENCES

One of the most exciting aspects of the Bridgeport project was the Career Experience Volunteer Opportunity phase of the program. Approximately forty eighth grade students were placed in various careers within the city for one day a week for observation and work experiences. They were placed in schools, and in such other learning environments as a travel agency, restaurant, clothing store, florist and furniture store. The students were volunteers and received no pay for this experience. Each student with whom the team members talked expressed pleasure at having been chosen to work for the five week period. They reported that they would rather be at work than in school, and did not mind making up any of the school work that they might have missed. The evaluating team members were satisfied that this was an excellent opportunity for students to really find out what it was like to work on a job. The experience was of sufficient time and broad enough to provide adequate information about the job, yet short enough so that too much school time was not

lost on regular instructional matters.

In conversations with teachers and students, it was discovered that field trips were a new experience for most students. Evidence was presented that field trips were well planned, with good preparation beforehand, and with good follow-up activities afterwards in the classroom. Students expressed enthusiasm for field trips and felt that those that they had taken had been the most exciting parts of the study units.

During the school year a great many community resource people were drawn into the Career Education instruction. The Association of University Women worked closely with the project staff and compiled a resource speaker file for use by the teachers and counselors. Speakers from a wide variety of careers met with many classes, in order to bring new information and provide answers which students raised on particular occupations. Parents served as valuable resource speakers in many instances, and plans for the 1973-74 school year indicated an expansion of this phase of the activity. Thus, the community appeared to be a fundamental part of school life through the large number of resource people who had shared their varied knowledges about the world of work with many students. These people brought much of the unknown world of work to the attention of the students, and undoubtedly motivated students for extensive further study on their own.

One first grade teacher was planning to make a movie of "School Helpers," and their duties focused around the idea that one person often had many jobs to perform. The movie will include the principal, janitor, teachers, office help and others. A school newspaper was the result of one third grade class who had visited the newspaper and also had had a newspaper reporter as a resource person in the classroom. Another third grade class had written and produced a television program, which was televised at the University of Bridgeport Studios. Students actually performed the duties of the studio

personnel such as cameraman, announcer, station manager and crew chief.

"Hands-on" experiences provided a method for making school more relevant to the community and the world in which students were familiar. Evidence was presented that many "hands-on" activities had taken place such as weaving on a loom, making paper, making cookies and applesauce. The cosmetology class gave students an excellent opportunity for many "hands-on" activities, and particularly the girls were impressed. Two sixth-grade social studies classes had constructed projects on Rome. They were better able to appreciate the life style of the Romans, the work of an architect and a builder after having constructed aqueducts, circus maxims, ships, homes, coliseums and chariots.

INTEGRATION OF CAREER EDUCATION WITH SUBJECT MATTER

The evaluation team saw many evidences that teachers and administrators actively recognized that Career Education was total education and that efforts were made to integrate all subject matter with Career Education. Teachers appeared to reject the strong arguments against Career Education, "that it takes time away from the basic skills areas." This was not true in the Bridgeport schools, where every subject was interwoven into the Career Education study unit. Evidence was presented that an outstanding job was being done in the social studies area especially, and with considerable effort being expended in other areas of study to achieve equally viable outcomes. Teachers recognized that it took a great deal of ingenuity on their part to infuse the career concept into all areas. This, they were attempting to do, to provide relevancy and meaningfulness in all study areas.

In a few of the schools, less than optimum integration had taken place. For example, a math teacher and a social studies teacher had done a superb job of correlating the unit on the automobile industry with the English teacher, typing teacher, and art teacher. The unit on Rome in the sixth

grade was well done in correlating careers with social studies as well as providing relevancy and bringing ancient time into focus with modern day understanding. However, the need for greater effort by other teachers was evident, if equally high quality of integration is to be realized.

In some cases the language arts were being correlated very well with the study units, and were encouraging report writing, oral reports, vocabulary lists, original stories, spelling lists and notebooks. It was the feeling of the study team members that during the 1973-74 school year, the project staff should place more concentrated effort upon integrating Career Education into all subject matter, and where a sufficient number of teachers could be assembled, a short workshop or seminar should be provided to help teachers achieve the jointure of subject matter and career information.

ARTICULATION WITH OTHER GRADES

The evidence was very limited which would indicate the extent of articulation which was taking place within the elementary grades. A partial explanation for this was that this year it was not as necessary as it will be in succeeding years. With the growth of the Career Education program, it was explained that greater emphasis will be placed upon articulation, in order to be certain that experiences, resource people, field trips, and general career information will not be repeated in succeeding school years. Some thought has already been given to this matter and to the spacing of instructional units of a similar nature, at least on four year intervals appeared to be a possible solution to the above problem.

HORIZONTAL ARTICULATION AND EVIDENCES NOTED

Evidence was presented that horizontal articulation or infusing of the Career Education concept with subject matter, was taking place to some extent.

Also, in some schools in which a few teachers had started as pilot teachers, their successes had induced more teachers to observe Career Education outcomes and become involved in an "unofficial" capacity. Teachers had seen to it that their colleagues and the counselors had shared materials, but Career Education funds were not available to offer field trips for the classes of these "unofficial" teachers. However, to the extent they were able, these teachers were integrating careers with subject matters.

Two schools had combined endeavors on "Career Day"; student councils in each school were involved in the planning and indicated that they had learned much of value about careers in the process. Such positive interaction appeared to motivate students in accomplishing worthwhile activities, and at the same time assisted them in acquiring valuable information and/or experiences relating to careers. Teachers and students reported that they had experienced more motivation for teaching and learning respectively, when the infusing of the Career Education concept made the subject matter more meaningful, and potentially utilitarian.

IV. FINDINGS AND OBSERVATIONS (cont.)

E. CAREER EDUCATION IN THE HIGH SCHOOLS

GENERAL COMMENTS

All of the Bridgeport high schools were concerned, interested and active in the program of Career Education, beyond the extent of the personnel appointed to serve this activity, and beyond the funds and materials that had been made available. Much interest was expressed in the high schools, particularly where on the lower grades and in the middle schools, young people were being prepared to experience, explore and think intelligently about ultimate careers. The

principals of the high schools, and the teachers that were interviewed about the Career Education program indicated a sincere interest, and a willingness to make it possible for youth in the schools to make valid decisions concerning their ultimate careers. Careers were understood by the high school personnel to be the entire range of careers that include professional, engineering, skilled crafts, service occupations and others.

A number of instruments were used to measure student interest and teacher interest in the high schools, and the results of these instruments, while recognizably highly subjective, are briefly reported later in this report. In addition to the instruments designed as part of the 1971-72 evaluation of the Career Education program, the administration and coordinators of the project were trying out (on a pilot basis) an instrument concerning attitudes and coverage of Career Education, designed and validated by the McGraw Hill Book Co. One hundred eighty copies of the instrument had been made available to the Career Education project in Bridgeport, and the pilot study of this instrument was underway at the time of the evaluation.

Personnel in secondary school administration were aware of the need to extend Career Education activities into the upper grades, and had already made contact with the Housatonic Community College, in order that grades 13 and 14 of that institution may be articulated with the programs carried on in the high schools of the Bridgeport Public School System. Many of the occupations for which there was no opportunity to receive training in the Bridgeport area had been considered by the Housatonic Community College as viable curriculums, and some efforts made to provide these at the community college level. For the most part, these curriculums concern the business, medical and allied health fields, since technical curriculums on the post secondary level were being conducted by the several state technical colleges in the region.

A meeting was held with the cooperative education coordinators, who reported that almost 120 cooperative students were being provided opportunities within work experience programs ranging across all of the many activities and occupations represented in the Bridgeport area. The coordinators believed that the kinds of cooperative education provided enabled students to experience firsthand (through participation in the occupation itself) whether or not this was the type of career they planned to follow. It was agreed that when a student determined through experience on the cooperative program that he preferred not to follow such an occupation, such a decision was a positive result. This was in agreement with the broad concept of Career Education, and recognized as an admirable facet of the program.

In addition to the 120 cooperative students, 18 mentally retarded had been helped to acquire some work experience and to be prepared for employment. The coordinator for the mentally retarded group indicated that he felt his work was additionally a most humane effort, and that possibilities for employment upon completion of the training program for the mentally retarded had been good. Most of those to whom he gave attention last year were employed, and he stated that there was every likelihood that the 18 young people engaged in work experience programs under his supervision would go into full-time employment at the completion of the training program. The coordinator indicated high levels of cooperation being provided by the employers in the area, particularly by the Bridgeport Probus Club, a service organization which had identified as its major target "Service to the mentally retarded." The Club had provided some funds, facilities, equipment and much encouragement.

High school teachers concerned with the cooperative aspects of the Career Education program were high in their praise of principals and other teachers, saying that there was a great deal of evidence of cooperation being provided them in the program, and many instances of materials, funds and personnel

being made available to make the Cooperative Program a success. As a matter of fact, the cooperative education coordinators all felt that the Career Education project as a whole, was receiving enthusiastic support from all personnel in the system, and would very likely persist long after federal funds had been reduced or deleted entirely.

There was one point to which the coordinators seemed to feel some attention should be drawn, and on which some activity should take place. This had to do with the influence of state vocational personnel upon the Career Education Program, and their emphasis upon "job training" instead of career orientation. As a group, the coordinators believed that the operation of the program which they were conducting was achieving the career goals, and they hoped that there would be less emphasis placed upon them by state personnel to deliver something of a more vocational job-preparatory nature.

The in-school part of the Cooperative Program was made up of a number of excellent elements. The coordinators described the extent to which the teaching of the concepts in connection with the basic reading, writing, arithmetic, social studies, and English was closely allied to the work experiences received out on the job. Students reported that they were seeing a relevancy between the concept teaching received in the schools and the experiences received out in industry and in business. In addition, to make certain that each student would receive the necessary career counseling, approximately two hours per week was given over to group and individual counseling for the solution of major personal and career problems. The coordinators were high in their praise of the steps taken to provide all of the necessary materials for conducting the Career Education Program. Films, filmstrips, books, references and a great many other types of materials were described as most helpful in their Career Education activity, and they were delighted to report that for next year Microfische Readers and Printers

would be available, one for each high school and one in the Materials Resource Center. The value of this piece of equipment to the students was explained as its facility for presenting to them on microfische information they needed concerning careers, plus the facility which the machine would have for making an immediate print and ready reference for the student.

The heavy enrollment situation at the Bullard-Havens Technical School was about as it was reported last year. For the 1972-73 school year, almost four times as many students had made application to this Vocational-Technical School as could possibly be accommodated. Plans had been made over the past five years to provide for extensive building additions to Bullard-Havens Technical School, but the necessary funds had not been provided by the Connecticut General Assembly. Only recently, the $5,500,000 addition to the school was approved in principle, but only $1,000,000 was recommended to be made available through state bonding procedures. At the time of the Career Education evaluation, the signature of the governor on legal documents allowing the bonds to be sold by the State of Connecticut had yet to be received. In the meantime, the Career Education Program in the public schools continued to encourage many young people to think seriously about ultimate careers during their high school years. Once having made up their minds about a career they wished to follow, many students made application to the nearest vocational-technical school and found that approximately one of four that made application was accepted because of the crowded and "over-enrolled" situation. The director of the Bullard-Havens Technical School was fully cognizant of the situation, and indicated that he had spent over eight years attempting to rectify the inequity, without achieving the additional building facilities that had been hoped for. He did indicate, however, that all of the help that the Career Education Project in Bridgeport could provide for him would be appreciated in the efforts being made to bring

about the much needed facilities for vocational preparation of high school youth.

EVIDENCES OF COOPERATION AND FAVORABLE ATTITUDES

Throughout the middle schools, senior high schools, and the Bullard-Havens Technical School there was evidence of some cooperative activities, and evidences of satisfactory attitudes with regard to Career Education. Fundamentally, Bridgeport has been considered a work-oriented area. In this context, most of the teachers, principals, city school administration and coordinators of the Career Education Program stated that everyone seemed to be taking the needs of students very seriously, and were providing many opportunities for students to acquire information, try out their concerns and obtain occupational information relating to a wide variety and a great number of clusters of occupations. It appeared to the study team that much effort had been expended in Bridgeport to achieve a high level of cooperation and the acquisition of favorable attitudes; the combination result of this effort was highly commendable. Whether individuals were participating in the Career Education project, or were merely observers, the moral support for the project appeared to be widespread and favorable.

CONTRIBUTIONS OF INDUSTRIAL ARTS, HOME ECONOMICS

The inspiration and enthusiasm of teachers for Career Education was reflected in the middle schools, and in senior high school activities, particularly in the Industrial Arts and the Home Economics areas. Here, by virtue of the experiences that young people had had during the past several years in the Career Education activities, their interests in Industrial Arts and in Home Economics appeared to have been stimulated. Teachers reported that the effects of the Career Education program were carrying on up and through the Industrial Arts and Home Economics activities, and would undoubtedly be reflected in the career choices made later by high school students. The

Industrial Arts Program was described as strongly oriented at achieving awareness of the world of technology, while the Home Economics Program was oriented toward the fundamental concepts needed to make and conduct a home effectively, and to produce a home and family unit desirable within the American community. Both of these programs appeared to contribute to the background information needed by high school and middle school students in their career decision-making thrust.

In the Industrial Arts Program, while some opportunities were provided for manipulative skill acquisition, these skills were not construed to be on the occupational level, but merely as devices for helping young people to acquire some "hands on" experiences with regard to clusters of occupations. The understandings of the Industrial Arts teachers and the representative skills acquired by the students were adequate to illustrate that the Exploratory Program in Industrial Arts was a desirable aspect of the Career Education Program. However, visits to the Industrial Arts shops revealed the tendency of some of the teachers to believe that the philosophy of Career Education did not place strong emphasis upon Industrial Arts. The horizontal articulation which Career Education attempts to achieve appeared to be in need of attention in this regard.

VOCATIONAL EDUCATION IN THE HIGH SCHOOLS

Vocational Education, as a functional segment of the total Career Education structure, was conducted in several specialized areas. At Harding High School, in addition to the Cooperative Work Experience Program and the Distributive Education activities, welding, electronics component parts assembly, health education, and business and office education opportunities were being provided the students. These programs were conducted in several locations in the school, but of special note was the welding, electronics, and health services offerings

located in the mobile classroom adjacent to the school. Here in rather cramped facilities, three specific vocational opportunities were being provided students, but the results were impressive. Both teachers and students were highly enthusiastic about the programs that were made available, and even though the facilities were exceedingly limited for space, and the equipment quite minimal because of the limited space, there was the general feeling that more space and more equipment would be provided by the administration in succeeding years.

At Bassick High School, similar kinds of programs were being conducted in addition to the Cooperative Work Experience Program and the Space Program. Also, a special pilot program involving social studies instruction was being conducted, in order to note how effective the merging of Career Education and Occupational Education interests might be in the field of social studies. The focus here was upon the economy of the region and jobs that were available, and these concepts were being tied into the basic instructional concepts of the Social Studies Program. At Bassick the facilities were quite crowded and in need of some additional equipment. For example, in the Vocational Distributive Education Program a usual size classroom was being used by about 30 D.E. students. Every available corner and square foot of space in the room was packed with materials, displays, instructional devices and reference material. The instructor in the program appeared to be most efficient, and indicated that he had only recently been told that the space to be made available to him next year for the Distributive Education Program would be considerably increased.

At Central High School a program of Vocational Education similar to that being conducted at Harding High School was being conducted, but in addition a special area which addressed itself to the Food Trades and Services was provided in a mobile classroom. Here again, with 75 students being served in tight quarters, it was quite evident that insufficient space and limited equipment due to space restrictions was the situation. Nonetheless, both

the instructors and students were enthusiastic about the results of the program and were making the best of the space and limited equipment situation. More than double the space and considerably expanded inventories of equipment and supplies would be of great value.

Questions were raised with several of the administrators concerning the extent to which the vocational part of the Career Education Program would continue to grow, and the feeling was expressed that since that state conducted system of Vocational-Technical Schools could not be expected to meet the requirements of all of the high schools, the burden of providing vocational experiences and developing the programs for the students would remain a high school responsibility. From the explanation, it appeared that by default on the part of the Vocational-Technical Schools in the region, the high schools were virtually being forced to provide vocational education opportunities for the students who had made the decision to specialize following their Career Education activities. Added incentive was provided by the State Division of Vocational Education which funded the high school vocational education programs. In some cases, instructors' salaries were reimbursed while in other cases materials, equipment, and supplies were provided. To the extent that the Career Education program matures in Connecticut, administrators believed that the State Division of Vocational Education would have to become increasingly cognizant of the need to provide additional funds for the high school vocational education programs.

CURRENCY AND ADEQUACY OF EQUIPMENT, CURRICULUMS AND MATERIALS

Throughout the public school system wherever Career Education activities were being conducted, there appeared to be a reasonable supply of equipment, materials and to some extent suggested curriculums for the teachers. Only in the mobile classrooms were equipment items limited due to space. Since

Career Education does not ordinarily require large deposits of equipment below grade 11 to accomplish the objectives such as those described in the original Bridgeport proposal, it was felt that the equipment was generally adequate and current. However, when the program is fully expanded in all of the high schools, and as the activities in which the high school students engage to orient themselves career-wise and to acquire beginning skills, there will continue to be a need for more current equipment and a more extensive selection of many of the items currently in use. In connection with Career Education materials, the Resource Center appeared to be functioning well in that respect, supplying most of the updated curriculum materials needed by teachers. Also, the Resource Center had been designated to supply learning materials of a variety of kinds, including books, films, filmstrips and slides.

FACILITIES

There appeared to be some difficulty in locating suitable facilities to conduct most of the Career Education activities, particularly that segment of Career Education which was vocational preparation. In the elementary schools, where the emphasis was largely upon career awareness and career information, there was no need for additional space or facilities to accommodate this particular kind of instruction. Also, when the "hands on" characteristics of the Career Education Program were reached in the middle grades, the need for additional space was provided, and teachers were apparently satisfied. However, there were a few comments relative to the shortage of space in the high schools, and it would appear that this had been partially solved with the purchase and installation of the mobile classrooms as shops. Further, as the program continues to expand in the high schools, and when efforts are made to provide Career Education activities which bear upon occupational skills, there will continue to be a need for more space and additional installed

equipment. Steps should be taken early in the coming year to work upon a long range plan which would anticipate additional facilities and make such needs known to the Board of Education through appropriate channels.

ARTICULATION BETWEEN MIDDLE SCHOOLS AND HIGH SCHOOLS

Discussions with the principals of the high schools revealed some significant concerns regarding articulation. The information was volunteered that articulation between the middle schools and the high schools was not viewed as fully effective. There was need, it was reported, for more mini-courses and more efforts at coordination between the middle schools and the high schools, before the articulation hoped for could reach the anticipated level. Also, the administrators of the high schools believed that the present Career Education thrust would tend to generate great needs for specific career preparation; namely, vocational education in the upper grades. These needs, the result of decision-making at about grade 10, would require the high schools to provide kinds of specific vocational education for the future that had not been provided in the past. The beginnings of this kind of situation were evident in the mobile buildings placed on several of the high school campuses, and the attempts being made to provide health services, welding, food trades, and electronics for the students.

One aspect of middle school-high school articulation that appeared hopeful was the arrangement made for the several hundred East Side Middle School students of the 1971-72 school year to be followed and studied in their activities at Harding High School during 1972-73. More is expected to be known about feasible methods of articulation at the close of the school year when comparisons of special elements of Career Education will be made.

Several of the teachers interviewed indicated that articulation could be effected only through the curriculum coordination route, in which teachers in grades above and below would need to consider carefully the attitudes, appreciations, knowledge, and skills required by students, following which curriculums would be designed.

CONTINUING EDUCATION AND ARTICULATION BETWEEN CAREER EDUCATION AND HIGHER EDUCATION

This matter was commented upon earlier. Due to the nature of Career Education, and the requirement that it represent a long continuum of articulated activities and experiences, it was reported that all parts of the education program in the Bridgeport Public Schools, and those parts which were exterior to the school system, would be carefully woven together into a matrix which would enable students to continue their career work and education experiences throughout life. There were numerous evidences in the schools that this matter was a concern of the staff of the Career Education project; as indicated earlier, steps had been taken to facilitate this type of articulation between high school and post high school. Arrangements were made with Housatonic Community College and also with Norwalk State Technical College. Some efforts were also made to reach an accommodation in the area with other post-secondary institutions and higher education activities, all of which were calculated to produce more extensive and profitable experiences for students who complete education in the public school system and seek ways to extend and continue their learning experiences.

SCHOOL-EMPLOYER RELATIONS

There were numerous evidences in the city of "good to excellent" school-employer relations. By virtue of the development of the Cooperative program

which enabled students to obtain work experience outside of the school, employer relations had received much attention earlier, and had developed very well during the school year. Staff and faculty members pointed out that in many instances work-experience relationships had required teachers to work very closely with employers and their firms, and to plan ahead for the 1973-74 school year. Employers concerned with the work experience that was provided mentally retarded youth, with youth in the secondary school program and with youth connected with the Cooperative Work Experience program were numerous, and reportedly most enthusiastic about opportunities to cooperate with the Bridgeport public schools. As indicated in earlier comments, the Cooperative program was a most successful one, and was expected to grow considerably during the 1973-74 school year. The evaluating team was convinced that the successes in the Career Education program were partially the result of much effort on the part of school personnel to develop extensive school-employer contacts.

CAREER EDUCATION AND HORIZONTAL ARTICULATION

All three of the public high schools in Bridgeport were concerned with important segments of Career Education. At the Harding High School, 360 students in the ninth and tenth grades were involved in Career Education activities which were being related specifically to the teaching of English. This phase of Career Education focused upon the career opportunities and career information made available to students by means of the regular teaching of English. Known as horizontal articulation, several students and teachers were interrogated about this aspect of concept and careers, and the effectiveness of the program; students reported that they were pleased with the process and the results. Teachers indicated that they were convinced

that English was being taught much more effectively, using community activities and community devices to integrate the instruction of concepts and careers. The regular concepts being taught in the English classes were enhanced by the relevancy of the community related activities to the English instruction. However, teachers explained that some additional thought should be given to specialized field trips, in order to further emphasize some of the careers that had been discussed in the English classrooms. At Harding High School, the Business Education Program had conducted a Career Information project, and integrated it with Business Education throughout the school year. Texts, films, and general printed information concerning careers were made available to the Business Education students, and reports from both teachers and students showed a high level of satisfaction. It has been planned that the other two high schools, Central and Bassick, will become more involved with Career Education of this type during the 1973-74 school year.

PLACEMENT OF GRADUATES

The Career Education Program which encompassed aspects of vocational preparation in the fields of distribution, business, and industry appeared to be well conducted. Business education, long a very important aspect of education in the Bridgeport Public Schools, continued to provide business firms in the region with a steady supply of satisfactorily prepared individuals who were ready to take their places in the business world. However, with the Career Education project in operation in the schools, the project staff and some faculty members reported the need to maintain a continuing check upon those students that completed the programs and were employed in the business field. This was true also of the field of Distributive Education, and more recently the field of trades and industries. It was reported to the study

team that records had been kept and assembled of all that had completed elements of the Career Education Programs and had been placed on jobs out in the field. Graduates had been followed and their successes and limitations noted. A satisfactory graduate follow-up and assessment program appeared to be underway, and feedback from the graduates will be used to make modifications in the program of Career Education which will be provided for succeeding students.

Teachers of vocational programs in the high schools were questioned with regard to the placement of their students, and the expectation that those placed on cooperative assignments would continue in employment. These teachers felt that many of the students would go immediately into employment upon completion of their high school programs. However, many believed that the individuals that had completed vocational programs in the high schools would go on to higher education, possibly at one of the community colleges or at the nearest State Technical College. Reference was made on several occasions to the Medical-Technical program being conducted at the Housatonic Community College, and to the excellent engineering-oriented program being conducted at the Norwalk State Technical College. These were expected to be the eventual targets for many of the graduates of the high school vocational programs. Some thought was expressed that since either immediate work or higher education could be considered as viable under the provisions of the Vocational Education Acts, the high school vocational programs were in a sense succeeding vocationally.

REACTIONS OF STUDENTS CONCERNING CAREER EDUCATION

Even though high school students were limited in the numbers that enrolled and participated in Career Education activities, an effort was made in the spring of 1973 to assess the reactions of these students concerning Career Education by grades (10, 11, and 12). This was done with a questionnaire

type of instrument developed under the provisions of Part II of the Career Education evaluation for the preceding year. Questions asked of the student, and statements to which the students were invited to react, were intended to elicit from the students information concerning the activities they were engaging in,and also some information which would indicate the extent to which earlier experiences had had effects upon career decision-making. Students were asked, for example, which of the many influences upon them were the most important. In all three grades, students felt that parents, brothers and sisters had considerable influence upon the kinds of career choices they would make or had made in the schools. Also, high on the list of influences were the experiences gained through part-time jobs, and occupational information obtained from counselors. Still further, students believed that certain aspects of Career Education should start early in the elementary school, and they indicated by their reactions to the statements in the questionnaire that they were overwhelmingly in support of a Career Education program that began early in life and continued throughout. All of this was reported in spite of the fact that the bulk of the students in all three grades indicated that they had not yet made a definite choice of career, and probably would require more time and more experiences before such a decision could be made. A most interesting revelation in the answers supplied to the questionnaire was the reaction of students in all three grades to the question concerning those study areas that had the greatest effect upon career information and the career exploration segment. Most students disagreed that the usual activities of Industrial Arts and Home Economics had greater influence. Their preference was for the standard academic subjects such as English, mathematics, science, and history as the devices to provide career help.

When quizzed about the role of the counselors in the high schools, the students were strongly in disagreement that counselors were only interested

in those students who were planning to go to college. This was an interesting reaction, and one which should provide some heart for the counselors who are generally on the short end of such a comparison.

The questionnaire to each of the students in grades 10, 11 and 12 requested information concerning the kinds of careers that students might consider following the completion of grade 12. The usual distribution of those that might go on to college and others that might go on to higher education in the vocations was represented in the answers. However, when asked to supply the additional courses or curriculums which should be provided for students in high schools, many excellent suggestions were made by the respondents, and these should receive the attention of the City Board of Education at an early date. Many of the curriculums mentioned by the students suggested that such career opportunities were not provided in the public schools, and probably would not be provided at the Bullard-Havens Technical School in the near future. Following are a few of the additional opportunities for careers mentioned and recommended by the students: Marine science, modeling, art and design, and preparation for quantity food dispensation (chefs, cooks, etc.).

The questionnaire distributed to all students engaged in the Career Education activity in the high school grades 10, 11, and 12 was very well administered and summarized. Results contained within the questionnaire should receive extensive attention and study by the Career Education staff, and some of the thoughtful recommendations made by the students should be investigated further, and possibly validated.

V. SUMMARY AND RECOMMENDATIONS

A. GENERAL STATEMENT:

The Career Education project in the City of Bridgeport was assessed against its stated philosophy and objectives, to which the administration of the project committed itself with the approval of the project by the state and federal agencies. The study team during its three days of on-site work reviewed all of the activities in the schools, in supervision and coordination, and in administration, in order to note the extent to which the intent of the original philosophy and objectives were being met. In the several sections identified in this study report as "Findings and Observations" is recorded such data as would appear to prove that the Career Education project not only met its responsibilities, but in most cases and situations exceeded them. A brief summarization of the project follows; greater detail and data is included in the body of the report in the appropriate sections.

1. The philosophy and objectives, as noted in the original proposal for the Bridgeport Career Education project appeared to be fully met, and in most instances and situations were being substantially exceeded.

2. The administration of the project appeared to be excellent. The staffing pattern was designed to meet the needs of the project for appropriate coordination, and that appeared to have been achieved.

3. A review of the uses made of the funds for the project indicated that the selection of appropriate personnel, the purchase of supplies and materials, and the provision of essential services were all wisely effected.

4. Supervision and coordination provided both by the project staff and by the school personnel reflected careful study at the start of the project, and a high level of service throughout the year. Teachers were especially high in their expressions of satisfaction for the quality of supervision and coordination

provided them.

5. The project reached into all levels of education in the city. Excellent results were achieved, and plans to expand the program during next school year (1973-74) will be conditioned only by the availability of supporting funds.

6. The observable student outcomes were of a high order. Enthusiasm, basic learnings, involvement in planning and career information were present in the schools at a high student level. Students everywhere evidenced new interests, ideas and enthusiasm and were in strong support for the Career Education project.

7. Teachers appeared to have found and capitalized upon devices and projects in Career Education which enabled them to achieve a high level of learning in students. Teachers reported that through Career Education activities they had been enabled to establish relevance in instruction to the satisfaction of students.

8. Community support for Career Education was evident, and attested to by parents, lay citizens, the Chamber of Commerce, employers, state agency personnel and others. The administration of the project appeared to have taken steps to keep the general public acquainted with the objectives and activities of Career Education in the city, and with its plans for making all aspects of the project known to the citizens on a regular basis.

9. The several discrete segments of Career Education appeared to be receiving emphases, appropriate to the described objectives and available resources. Thus, career awareness, exploration, hands-on experiences, vocational preparation, occupational information and job placement were being provided in the appropriate schools, and at a satisfactory level.

In the overall, it was felt that the Career Education Program in the high schools had made a good start. At Harding High School, several hundred young

people were engaged in career-oriented activities in connection with English instruction and Business Education. At Bassick High School, similar activities related to the field of social studies were receiving a pilot try out. However, it was clear that much work remained to be done in developing the career awareness, career orientation, and occupational information phases of the Career Education thrusts in the high schools. To some extent, parts of these Career Education aspects were being provided by the Industrial Arts and the Home Economics Programs, but the career aspects were only incidental. Some of the professionals that were interviewed indicated that considerable effort would have to be expended in the next few years to bring both Industrial Arts and Home Economics well into the orbit of the Career Education thrust in the public schools, if these two major general education activities are to make significant contributions to the fields of career information and career orientation.

While vocational education was recognized by the Career Education project staff in Bridgeport as a viable segment of the entire Career Education project, it was apparent that the development of Cooperative Education activities and selected vocational preparatory experiences were areas that had received the greatest emphasis. For the 1973-74 school year, there was the expectation that the further expansion of the Career Education program in the high schools would provide for balance to the program and more career guidance, occupational information, and career orientation provided for students. Long range planning was expected to provide for a more acceptable balance of activities. In the meantime, steps were being taken by the Bullard-Havens Technical School administration to move ahead on the expansion to that plant. Should that happen many of the vocational activities presently envisaged for the high school, and those already operating within the three Bridgeport high schools, could sustain

some loss in enrollment. Since the major thrust of the Bullard-Havens Technical School has been highly sophisticated in providing education and training for those entering the world of work, and where the laboratories and shops have been more completely equipped with a wide variety of up-to-date equipment, some professional personnel expressed the thought that many of the students currently enrolling in the high school Vocational Education programs would be attracted to the Bullard-Havens Technical School. Finally, there did not appear to be adequate communication or articulation between the public schools and the Bullard-Havens Technical School. While operating in the same city, yet administered by two different agencies, one the city and the other state, there appeared to be many opportunities for these two agencies to meet and to plan for the purposes of meeting common objectives. However, numerous conversations with individuals in both the Bullard-Havens Technical School and the City Career Education program indicated that only occasional meetings occurred. Further, there appeared to be extensive evidence that ignorance concerning the programs operated by "the other agency" would continue to restrict the extent to which a common program of planning might be undertaken. The willingness to participate in joint discussions and joint planning was evidenced wherever individuals were interviewed, but for some reason or other, circumstances and arrangements seemed to prevent these two important segments of the Career Education program working and planning together.

RECOMMENDATIONS

The study team recognized the limitations imposed by the level of funding of the Career Education project, but was impressed with the high degree of dedication, ingenuity and resourcefulness of all who administered, coordinated, taught or studied within the project. Hence, recommendations for further

staff consideration have been supplied herewith which reflect the foregoing, which at the time of the visitation appeared to be possible and feasible of achievement. The recommendations reflect the collective expertise of the study team, and have been confirmed with Career Education project personnel. In a sense, the recommendations which follow represent consensus, and a confirmation of suggestions discussed with the city project personnel during the visitation and at the exit report session. Each recommendation should be considered as a suggestion for action; local and state influences should be weighed carefully; and involvement of all who will be affected by the changes should be sought.

B. RECOMMENDATIONS IN CONNECTION WITH THE ADMINISTRATION, SUPERVISION AND COORDINATION ACTIVITIES

1. Community involvement should be expanded, to the extent that funds and personnel will permit. Excellent results have already been experienced by the Career Education project staff in involving parents, lay citizens, employers and others. Capitalizing upon a good start should produce further community understanding and support of Career Education in the public schools.

2. The project staff should consider ways, means, devices for articulation and curriculum activities designed to make certain that Career Education will persist in Bridgeport. A fine start has been made in some facets of this recommendation, but efforts should be made during this crucial school year to reinforce and make residual the concept and practices of Career Education in the total K-12 program in the schools.

3. The success of Career Education will reflect the continued support of the project by the administrators of all schools in Bridgeport. A special seminar for the leadership group indicated above should be planned for at an early date, at which time matters of articulation, infusing of the career

concept with the program of basic studies and other matters would receive in-depth consideration. Participants should include principals, supervisors, guidance counselors and district assistant superintendents.

4. In order to make Career Education fully operational throughout the Bridgeport Public Schools, the Career Education project staff should consider the means to coordinate their activities with that of the several subject and area study supervisors. This, too, should be an activity designed to assist in the persistance of Career Education in the schools, at such a time when federal and state support is reduced or removed entirely.

5. The newsletter that carries so much valuable information has a limited circulation. It is recommended that all teachers and supervisors in the city-wide system receive a copy of the newsletter and be thus kept abreast of the successes reported by teachers and students.

6. The Advisory Committee membership appeared to be limited to the Chamber of Commerce membership. Also, the committee activity appeared to be largely related to the high schools. In order to be more representative of the total community, consideration should be given to establishing several "ad hoc" committees representing additional segments of education. Plans should also be made to involve the total Career Education staff with the Advisory Committee, in order to make certain that elementary schools, middle schools, and other aspects of Career Education in Bridgeport receive equal consideration from the Advisory Committee.

7. The Resource Center located at the Shelton School is well located and reasonably well supplied. It was used by many of the teachers, and its plans for increasing its holdings would indicate that there will be an increasing utilization of the resource facility. There may be need, however, to study the use that is concurrently made of the Audio-Visual Library of the City of Bridgeport Public Schools, since there should be materials of a

career nature available from the Audio Visual Library. Whatever steps may need to be taken to facilitate a coordination of these two important agencies (Career Education Resource Center and Audio-Visual Library) should be given early consideration.

C. RECOMMENDATIONS CONCERNING GUIDANCE

GENERAL COMMENTS

It was apparent that the Career Education Project in Bridgeport had picked up considerable momentum during the 1972-73 school year, and that the addition of a few key people to the project staff was a significant factor in the successes which had been achieved, particularly in the career guidance area. Many students were observed who were highly motivated and involved; many teachers expressed a new enthusiasm for their jobs; parents displayed a high degree of interest and support; the business community displayed an increasing interest in the needs of the schools and the schools appeared to be increasingly aware of the needs of business and industry. Of some concern, however, was the apparent lack of understanding, involvement and commitment on the part of the regular city-wide guidance staff to the Career Education Project. Although broad city-wide guidance and counseling aspects of Career Education were not specifically emphasized in the original project proposal, ultimate involvement of all guidance personnel is implied in any successful Career Education program. The very nature of the Career Education concept requires that guidance and career decision-making be in concert.

RECOMMENDATIONS

1. Since city-wide guidance support will be critical to the success of any Career Education program it is suggested that renewed efforts be made to seek more involvement of the regular school guidance staff in the further

planning and implementation of the project. Consideration should be given to starting with a series of meetings devoted to defining the role of guidance in the Bridgeport Career Education program. Group meetings might be organized on a building level or a district-wide level and might address themselves to such questions as: What percentage of the counselor's time should be spent as a Career Education consultant to the teachers? How much of a counselor's time should be spent in working with individual students on career related problems? How can group counseling be used to supplement the students' classroom Career Education experiences?, etc. If the administration is sincere in its interest in Career Education it does not seem unreasonable to expect that they might make some of the counselor's school time available for discussions of this type. In fact, these meetings could be strengthened by administrative participation as well as that of teachers, students and parents.

2. Since there appeared to be a variety of opinions among counselors as to what Career Education really was, it is recommended that Career Education in-service activities be expanded to provide for more counselor participation. In addition to being participants, it is quite likely that many counselors, by virtue of their experience and training, could conduct some of the in-service activities for the rest of the staff. This kind of involvement should result in increased active support for the Career Education program.

3. The Career Guidance Institute promises to make a significant contribution to increased communication and understanding between industry and education. It is recommended that this concept be expanded to include more counselors, teachers and administrators. The Career Education Advisory Council might also want to consider other alternatives to improve industry-education interaction. Some type of personnel exchange program might be one such alternative worth considering.

. 4. Although efforts thus far to provide current, interesting, readable career information and instructional materials have been commended, it is recommended that this service be expanded. Increased use of these materials by secondary counselors and teachers, and making the materials available for student use might be considered as major goals for this phase of the project for the coming year. Use of educational television and provision of a mobile Career Information Unit are two approaches which might be explored. Late afternoon and evening hours for students might also be considered, so that parents could be encouraged to participate in the career guidance process with their children.

5. Due to the financial restraints placed on the Bridgeport Schools it appears unlikely that additional counseling staff will be added in the near future. It is recommended, however, that alternate methods be explored, perhaps through Career Education Project funds, to relieve counselors of some of their clerical responsibilities so that they can spend more time providing Career Education leadership at the building level. Some alternatives might be the addition of para-professionals at the secondary level or the use of parent or student volunteers who might assume some responsibilities for career information collection, evaluation and dissemination.

6. Since many career guidance activities lend themselves to small group activities it is recommended that efforts in group counseling be continued and expanded. Such activities can be helpful at all grade levels and both project counselors as well as regular counselors should be encouraged to explore the potential of small group counseling. Workshops in "Career Education through Small Group Counseling" might be one vehicle for encouraging this kind of activity.

D. RECOMMENDATIONS AND SUGGESTIONS (K THROUGH 8)

1. In order for Career Education to make an even greater impact on the school system, there appeared to be need for more concentration upon the continuity of concept and the development of a career ladder continuum within the project. One possible way of achieving this would be to place one counselor in each of the three districts. This would cut down considerably on travel time, and more importantly would give the continuity and the grade-articulation of the program a wholeness.

2. There was voiced some concern for large groups of students being taken on field trips. Some attention should be given to reducing the number of upper grades children to visiting certain industries and businesses, by concentrating on taking only those students who are beginning to show a high level of interest in particular areas of study. Volunteer parents could be used in the schools to take the teacher's place while he/she had gone on a trip. Of course, these parents would need some in-service help and supervision, so that they would feel educationally comfortable in the classrooms. This would be a procedure that is different to that currently in operation, and the suggestions made here should receive serious staff consideration. Possibly a pilot situation could be the basis for some experimentation during the 1973-74 school year.

3. It is recommended as a time conservation facet, that counselors and teachers visit the places of business and industry, in advance of the actual field trips. Having planned the field trip on the basis of a prior visit, teachers and counselors could better prepare the students as to what to look for, questions to ask, and career information to search for, while on the trip. It would further assure the field trip device of being a very important and valuable learning device.

4. There was some evidence that in the overall administrative haste to

assure a great increase in city-wide Career Education activity, some elements of staff communication were beginning to suffer. It is suggested that regular staff meetings with all Career Education personnel be held. At these staff meetings, some of the thorny problems of infusing, coordination, curriculum matters and the like should be discussed and acted upon by the entire staff. Aides, coordinators, guidance counselors, project director and to some extent teachers and others should be involved in this activity.

E. RECOMMENDATIONS CONCERNING CAREER EDUCATION IN THE HIGH SCHOOLS

1. Articulation between the middle schools and the high schools is a very necessary characteristic for a successful Career Education program. Very important beginnings in this respect have been made in such situations as the several hundred East Side Middle School completers of last year and their current program at Warren Harding High School. As the high school aspect of Career Education receives increasing emphasis in the 1973-74 school year, the matter of articulation between the two levels of education should receive a high priority in the time and dollars to be expended in the total project.

2. The role of the cooperative program as it is being conducted in all three high schools needs to be clarified. The vocational education division of the Connecticut State Department of Education refers to the cooperative programs as vocational programs; however, the coordinators of the activity within each of the high schools insisted that the cooperative program was not job-oriented. Rather, they explained, the "hands-on" work-experience cooperative program was intended to provide career exploration for the students, and was intended to be in fact a pre-vocational facet of the Career Education project. The situation needs to be studied and the role of the cooperative education activity clarified, both from the standpoint of its relevance to the Career Education project, and with regard to the appropriate source of funding.

. 3. Horizontal infusing of career information, occupational information and orientation, has begun in the high schools. This "infusing" characteristic which encourages teachers and students to relate basic study concepts to career applications, appeared to be taking place at the chronologically correct time, and also appeared to be achieving the desired outcomes. The evaluation committee recognized the "infusing" as that kind of Career Education activity that does not require large expenditures of funds (if any), but can result in making relevant the usual content of academic subjects. As the high school Career Education program continues to expand, it is urged that efforts be made to assure every teacher an opportunity to be involved in one or more workshops that concern the very valuable and desirable characteristic of "horizontal infusing."

4. The growth, effectiveness and successes of the Career Education program in Bridgeport has produced an increasing number of young high school students that have made valid career choices. Some of these students have decided upon vocational preparation such as that conducted at the Bullard-Havens Technical School. However, due to an already overcrowded school, the Technical School cannot accept additional enrollees. To facilitate the career selections of these students, mobile classrooms and shops have been located at the high schools, and to a limited extent appeared to be meeting the needs of the students. It is recommended that these facilities be recognized as "limited," and that plans be made now for subsequent action that will enable each high school to locate the several shops in more roomy locations. While each of the shops (welding, food trades, electronic component parts assembly and allied health) is accomplishing very well what can be accomplished in very crowded circumstances, much more space is needed in each instance to accommodate the numbers of students being served, and the extent of the curriculum being provided. Also, for each of the above occupations indicated above (and for

any others contemplated) a well selected craft advisory committee should be immediately organized and utilized along traditional vocational lines.

5. If and when additional space has been provided for the shops indicated in the foregoing, some of the equipment presently in storage can be utilized for instructional purposes. In addition, it is recommended that the National Industrial Equipment Reserve (N.I.E.R.) be consulted for possible availability of suitable equipment (at no charge) from government depots. The N.I.E.R. is an excellent source of high quality machine tools, which are made available free of charge to educational organizations. Also, the craft advisory committees should be encouraged to search out free or loan items of equipment from local businesses, industries and/or employers.

6. Attention should be given early in the expansion program planned in the high schools for 1973-74 to effect a more equitable balance in the Career Education programs. The Cooperative education programs being conducted currently may ultimately be identified as vocational programs. If such obtains, then efforts should be made to provide as many opportunities as possible for the total high school student population to experience Career information, guidance and counseling. The overall target of the high school Career Education thrust should be to enable every high school youth to make a valid and intelligent decision about his or her ultimate career.

7. The youth (and adults) of Bridgeport can best be served when the public schools join professionally with the state conducted Bullard-Havens Technical School in the master-planning and long-range planning needed to assure every individual career growth to his or her level of ability. It is urged that joint study and planning by the two agencies include consideration of numbers of those to be served, curriculums to be provided, facilities needed, utilization of present facilities, aspects of pre-vocational

Career Education, and other similar concerns. A clearly understood link between the Career Education activities in the public schools and the vocational aspects of Career Education at the Bullard-Havens Technical School is a matter of high priority. It should receive early attention, and the details of the linkage should be widely publicized and disseminated.

8. The successes, innovations and acceptance of Career Education in the high schools was achieved with a minimum of staff working under the supervision of the project director; only one individual was assigned the responsibility for achieving the specific objectives of Career Education in the high schools. The above results have all been commendable, but as the 1973-74 program in the high schools is anticipated, plans should also be given to augmenting the project staff with additional individuals, skilled in the Career Education aspects that will be receiving emphasis in the high schools. The matter of additional personnel should receive early consideration, and the determination made concerning whether one or two additional persons will be needed for the planned program of expansion starting in September 1973.